DOCUMENT RESUME

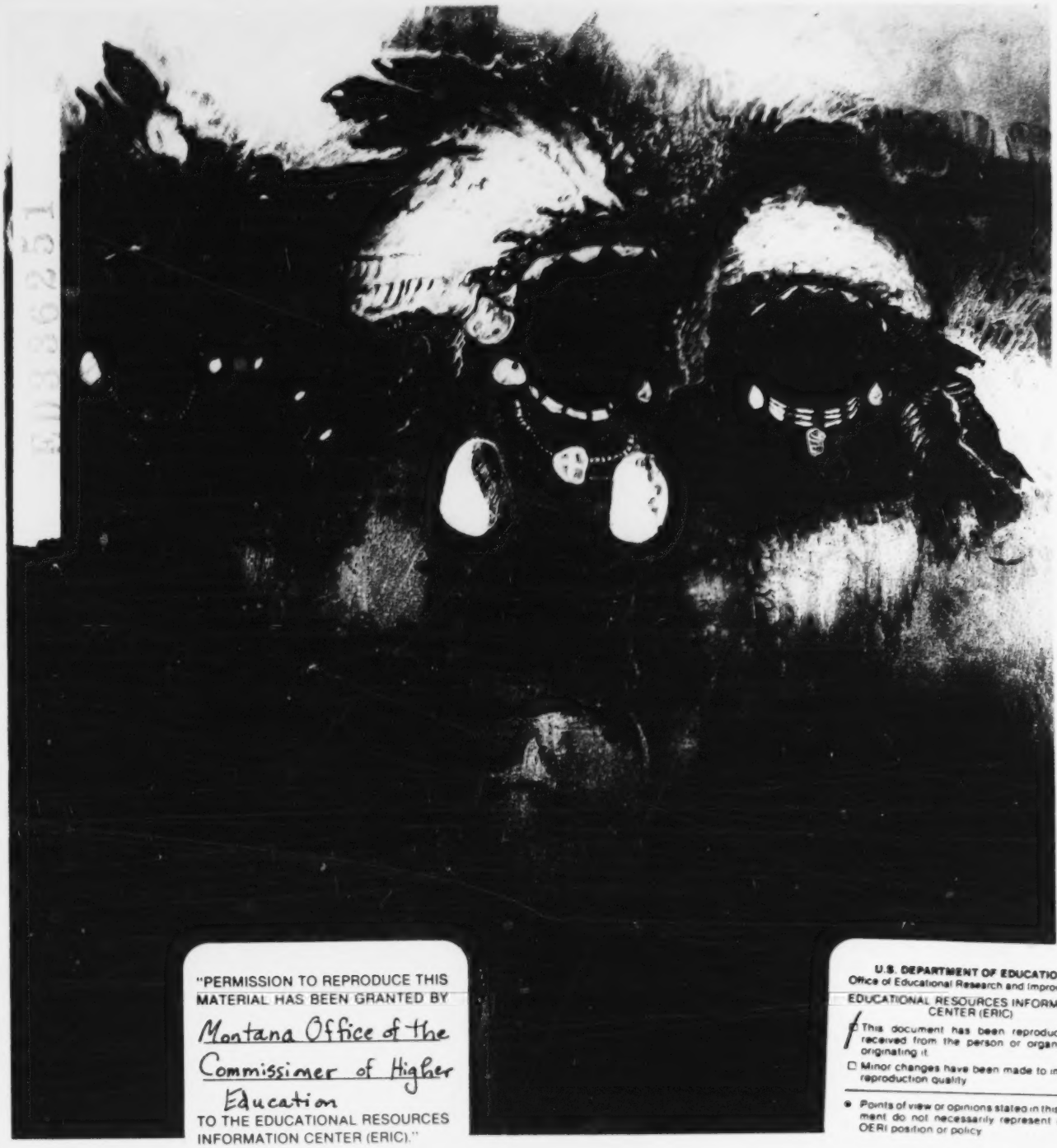
ED 336 251 RC 018 351

AUTHOR LaCounte, Deborah; And Others
TITLE A Plan for American Indian Education in Montana. Recommended Goals.
INSTITUTION Montana State Office of the Commissioner of Higher Education, Helena.
SPONS AGENCY Ford Foundation, New York, N.Y. Education and Research Div.; Northwest Area Foundation, St. Paul, Minn.
PUB DATE Jan 91
NOTE 67p.
PUB TYPE Reports - Descriptive (141) -- Legal/Legislative/Regulatory Materials (090)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Accountability; Affirmative Action; *American Indian Education; American Indians; *Coordination; *Educational Change; *Educational Objectives; *Educational Policy; Elementary Secondary Education; Equal Education; *Equal Opportunities (Jobs); Higher Education; Multicultural Education
IDENTIFIERS *Montana

ABSTRACT

This report lists recommendations made to the state administration, legislature, and various education administrative bodies, addressing the education of Indian people in Montana. The State of Montana and its education entities are asked to establish specific objectives, action plans, and evaluation strategies to complete the validation process of an educational sequence for American Indians in Montana. Problems include low educational attainment, high drop-out rates, high poverty rates, and high unemployment rates. Separate goals and suggested actions are recommended to the governor, the legislature, the Board of Regents, the Board of Public Education, the Office of Public Instruction, and the Local Boards of Trustees. The set of recommendations to each body includes statements of goals and suggested actions associated with each goal. The Montana Advisory Council for Indian Education conducted a statewide forum to gather information about the educational needs of Montana Indians. This work was followed by a retreat that developed strategies to address issues identified by forum participants. Additional input was gathered by the Montana Committee for American Indian Higher Education. Extensive appendices include a map of Montana reservations and tribes, policies pertaining to American Indian Education, mission statements and philosophies of various tribal groups, a definition of American Indian, and statistical data about Indian students in Montana from the Office of Public Instruction, the Montana University System, and the Bureau of Indian Affairs. Lists of participants in the three meetings conducted to gather information for this report are also included. The glossary contains frequently used acronyms. (KS)



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RC018351

A Plan for American Indian Education in Montana

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TRACKS TASK FORCE

Dr. Carrol Krause*
former Commissioner of Higher Education
Montana University System

Mr. Ed Stamper, Director*
Rocky Boy Tribal Education

Ms. Beatrice McCarthy*
former member Board
of Regents

Dr. David Toppen
Deputy Comm. for Academic Affairs
Office of the Comm. of Higher Ed.

Ms. Rene' Dubay, Director
Educational Talent Search
Offic of the Comm. of Higher Ed.

Ms. Dori Nielson, Sr. Educ. Analyst
Office of Public Instruction

Mr. John Kinna
Board of Public Education

Mr. Ernie Big Horn
Indian Dev. and Educ. Alliance

Dr. Wayne Stein
Center for Native American Studies
Montana State University

Ms. Norma Bixby, Director
No. Cheyenne Career Dev. Program
(also reps MT Advisory Council for
Indian Education)

Mr. Harold Dusty Bull, Administrator
Blackfeet Tribal Education Dept.

Ms. Elizabeth White Man Runs Him
Education Specialist, Crow Tribe

Mr. Loren "Bum" Stiffarm, Director
Fort Belknap Education Dept.
(also reps. MT Indian Educ. Assoc.)

Dr. William Tietz, President
Montana State University

Dr. Gar Amundson, Dean of Instruction
Ft. Peck Community College
(represents Tribal Colleges)

Ms. Bernadine Wallace
MT United Indian Association

Mr. Harold LaRoche, Exec. Director
Little Shell Chippewa of MT

Dr. Walter Fleming*
Inter-Unit Committee
Montana State University

Ms. Mary Bear Cloud*
Education Specialist, Crow Tribe

Dr. John Hutchinson
Commissioner of Higher Education
Montana University System

Ms. Ellen Swaney, Director
American Indian/Minority Achievement
Office of the Comm. of Higher Ed.

Ms. Nancy Keenan
Superintendent of Public
Instruction

Mr. Bob Parsley, Ind. Educ. Specialist
Office of Public Instruction

Ms. Deborah LaCounte, Chairperson
MT Comm. for American Indian Higher Ed.

Mr. Gary Foster
Helena Indian Alliance

Ms. Joyce Silverthorne
Tribal Education Committee
Confed. Salish & Kootenai Tribes

Mr. Dennis Kimzey, Superintendent
Beaverhead County High School
(reps School Administrators of MT)

Ms. Sandra Murie, Acting Superintendent
Rocky Boy Public School

Mr. Donovan Archambault, Chairman
Fort Belknap Community Council

Mr. Doug Sullivan, Superintendent
Poplar Schools
(represents Impact Aid Schools)

Ms. Levon French
Educ. Dept., Bureau of Indian Affairs

Mr. Larry Parker
Educ. Dept., Bureau of Indian Affairs

Ms. Darlene Johnson
Fort Peck Tribal Education

Mr. Kermit Schwanke
Board of Regents

*Former Task Force Member

A PLAN FOR AMERICAN INDIAN EDUCATION IN MONTANA

RECOMMENDED GOALS

MONTANA HIGHER EDUCATION SYSTEMS
Office of Commissioner of Higher Education
33 South Last Chance Gulch
Helena, Montana 59620-3101
(406) 444-6570
FAX (406) 444-7729

MONTANA UNIVERSITY SYSTEM

University of Montana
Missoula

Montana State University
Bozeman

Montana College of Mineral Science and Technology
Butte

Western Montana College of the University of Montana
Dillon

Eastern Montana College
Billings

Northern Montana College
Havre

MONTANA POST-SECONDARY VOCATIONAL-TECHNICAL SYSTEM

Billings Vo-Tech Center
Butte Vo-Tech Center
Great Falls Vo-Tech Center
Helena Vo-Tech Center
Missoula Vo-Tech Center

MONTANA PUBLIC COMMUNITY COLLEGES*

Dawson Community College
Glendive

Miles Community College
Miles City

Flathead Valley Community College
Kalispell

*Share local and state governance

January 9, 1991

Dear Reader:

The Office of the Commissioner of Higher Education is pleased to present this report on the status of American Indian education in the state of Montana. This document was initially funded by the Ford Foundation via the SHEEO (State Higher Education Executive Officers) organization and completed under a grant from the Northwest Area Foundation. Without the financial support of the agencies this project would not have been possible.

We wish to acknowledge the work of the many educators in the state of Montana, Indian and non-Indian alike, who contributed countless hours of meetings, travel, writing, discussion, and editing of this document. We especially acknowledge the work of Rene' Dubay, Director of Talent Search, who wrote the initial grant and served as Project Director. We recognize the significant work of Deborah LaCounte, the former coordinator of the TRACKS project, and the primary author of this document. We also thank the TRACKS Task Force, the Board of Regents Task Force on Minorities, the Montana Advisory Council on Indian Education, and the Montana Committee for American Indian Higher Education for the time and effort they spent on this document. We also thank the authors and Advisory Council of the Indian Culture Master Plan of 1975 for their document which was an invaluable resource. And finally, we wish to thank Kevin Red Star who donated the cover art work.

We look now to you, the reader, as a representative of the broader Montana community to respond to this document. We encourage the various entities addressed to respond in writing to the recommendations by June of 1991, and urge ongoing attention to Indian issues in education by all participants and respondents.

As we face the year 2000, it is only with the valuable input and ideas of all the citizenry, including the American Indians in this state, that the education system can meet the challenges we face as a society. We look forward to working with you in the process and discovering the answers together.

Sincerely,

John M. Hutchinson

John M. Hutchinson
Commissioner of Higher Education

JMH:ERS:jb

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INTRODUCTION

Public education is the foundation of America's democratic society. Throughout United States' history, exceptional concern regarding the education of its citizens has been evident with our attention poignantly drawn to this issue by such recent studies as the "Nation at Risk." Americans have also been very cognizant of the increasing numbers of minorities in this country and the declining participation and achievement of these students in the education system. Several major studies have been undertaken in recent years which address this interest including: Minorities on Campus conducted by the American Council on Education (ACE); A Crucial Agenda: Making Colleges and Universities Work Better for Minority Students presented by the Western Interstate Commission for Higher Education (WICHE) and Indian Education: Policy Recommendations, a report of the Education Commission of the States.

According to the 1980 Census, 51% of Montana's adult population completed high school although only 23% of the Indian population had completed the same level of education which illustrates the lack of participation and achievement of the Montana Indian. The state has taken some important initial steps towards resolving these issues as evidenced by Article X of the Montana Constitution (1973) which guarantees, "equality of educational opportunity to each person of the State" and which recognizes "the distinct and unique cultural heritage of the American Indians" and goes on to emphasize Montana's commitment to educational goals designed to preserve the Indian people's cultural integrity. The state has also established Indian Fee Waivers for Montana Indian college students who meet specific criteria and in 1990, developed a statement reaffirming its constitutional commitment to the education of Indian people. In 1990, the Governor also charged the Commission of the Nineties and Beyond "to visualize the future needs of the people of this state with respect to all aspects of higher education." With its final report released in October, 1990, the Commission of the Nineties and Beyond cited its special concern for the young, rapidly expanding Indian population, who traditionally demonstrates low education attainment, high drop-out rates, high poverty rates and high unemployment rates which reinforce our various concerns for the education of Indian people.

The Board of Public Education has also taken specific action including: establishing the Montana Advisory Council for Indian Education (MACIE) in 1984, and adopting a policy statement on Indian Education. This commitment has been further reinforced by the current Superintendent of Public Instruction's decision to financially assist MACIE. The Board of Public Education also recently completed a comprehensive review of the state accreditation standards with Project Excellence: Designing Education for the Next Century. One result of this effort is that the Montana School Accreditation Standards and Procedures Manual (1989) refers specifically to the needs of American Indian children in directing that schools shall "nurture an understanding of the values and contributions of Montana's Native Americans and the unique needs and abilities of Native American students and other minority groups."

The Board of Regents recently adopted a definition of American Indian for data collection purposes; established Native American Studies (NAS) on most of its campuses with a NAS minor on its major campuses; and also passed a policy establishing goals for parity of American Indian and other minority students' enrollment and goals for administrator, faculty and staff employment, as well as a goal to incorporate Indian issues into the curriculum.

The Indian people are unique in Montana in that they have reserved the right to adopt a position not to depend upon the Bureau of Indian Affairs for the education of their children. Instead, Montana Indians exercise their rights as citizens of this state by relying upon the public education system. Indian people have long recognized the need for the foundation that education provides and have made earnest attempts to address their concerns regarding the education of their people.

In 1975, the Indian Culture Master Plan was developed and presented to the state in an effort to remedy the under achievement of Indian students in the public school system. The lack of action in response to the Master Plan, in part, resulted in attempts to seek alternative means of education. Now, in 1990, Indian people once again, seek to address concerns regarding the education of Indian children and adults. The Montana Advisory Council for Indian Education convened a state-wide public forum to hear testimony from tribal representatives from each of the seven Indian reservations, the urban Indian population, and various Indian education organizations. A retreat to develop strategies to address the issues presented in the forum testimony followed. The Montana Committee for American Indian Higher Education coordinated a state-wide "Opening the Montana Pipeline" conference. Input was solicited not only from throughout Montana but from nationally renowned experts as well. It is through these three major events that the following needs were defined and recommended goals and action steps were developed.

Overall, the "PLAN FOR AMERICAN INDIAN EDUCATION IN MONTANA: RECOMMENDED GOALS" was developed from the voices of Montana Indian people and from several non-Indians who are Indian education service providers. The Montana Advisory Council for Indian Education, the Montana Committee for American Indian Higher Education, and the Montana "Tracks" Task Force of the Office of the Commissioner of Higher Education constitute the primary force behind the plan. This plan is directed to the Governor, the Legislature, the Board of Regents, the Board of Public Education, the Office of Public Instruction and to local school district trustees. These entities have the responsibility to carry out the State Constitution and meet the educational needs of all the citizens of Montana.

RECOMMENDED GOALS

RECOMMENDATIONS TO THE GOVERNOR

Recommended Goal:	**To appoint an American Indian to the Board of Regents.**
Suggested Action:	Solicit the names of interested nominees from the American Indian community and appoint an American Indian to the Board of Regents. Assistance can be secured from the Montana Committee for American Indian Higher Education, the Montana Advisory Council for Indian Education, and the Montana Indian Education Association.
Recommended Goal:	**To promote positive Indian and Non-Indian relationships in the state.**
Suggested Action:	Establish communication and meet with the Montana/Wyoming Tribal Chairmen's Association, individual tribal chairmen, and other American Indian organizations throughout the state.
Recommended Goal:	**To insure proportionality in the employment and appointment to boards and committees of Montana Indians and other minorities.**
Suggested Action:	Review current data pertaining to the employment of American Indians and other minorities and take the necessary steps to address inequities.
Suggested Action:	Review current data pertaining to the appointments to boards and committees and take the necessary steps to address inequities.
Recommended Goal:	**To actively support federally funded programs which enhance Montana Indian education programs.**
Suggested Action:	Provide testimony, resources, and letters of support in support of applications to federal programs from Montana schools and tribal entities.
Recommended Goal:	**To support legislative requests for funding of American Indian education initiatives and programs.**
Suggested Action:	Support the requests from the Office of the Commissioner of Higher Education, Board of Public Education, and the Superintendent of Public Instruction which directly impact this population.

RECOMMENDATIONS TO THE MONTANA LEGISLATURE

Recommended Goal:	**To assure that P.L. 81-874 funds are excluded from any plan to equalize the state foundation plan and declare that the State must take into account the special problems that districts face in providing an equal education opportunity to Indian students.**
Suggested Action:	Inform members of the legislature about the intent of P.L. 81-874 funds and the needs of Indian students and schools with high Indian enrollments.
Suggested Action:	Consult with the Indian Impact Schools of Montana and the Department of Education in an effort to understand impact aid issues and regulations.
Recommended Goal:	**To amend the state nepotism law and to assess its impact on rural communities and those schools with significant Indian populations.**
Suggested Action:	Review the current nepotism law and assess its impact on rural communities and schools with significant Indian student enrollments.
Suggested Action:	Secure input from schools impacted, American Indian education organizations and tribal entities.
Recommended Goal:	**To provide an appropriation for the Director of American Indian/Minority Achievement position within the Office of the Commissioner of Higher Education.**
Suggested Action:	Seek input from American Indian organizations and the Commissioner of Higher Education.
Recommended Goal:	**To establish state-funded graduate scholarships for Indian students.**
Suggested Action:	Work with Tribal Colleges, Tribal Education Departments, the Office of the Commissioner of Higher Education, and the Montana Committee for American Indian Higher Education to develop the mechanism to administer the scholarship program.
Recommended Goal:	**To maintain an accurate, comprehensive report on the status of Montana Indians' and other minorities' education.**

Suggested Action:	Request annual reports from the Board of Regents, the Board of Public Education, and the Office of Public Instruction.
Recommended Goal:	**To encourage affirmative action employment standards in school districts.**
Suggested Action:	Review current standards pertaining to affirmative action employment.
Suggested Action:	Establish new or strengthen existing standards to achieve affirmative action for Montana Indians and other minorities.
Suggested Action:	Ensure proportionality in academic enrollment and employment of Indian people and other minorities in the public school system (LEA's).
Recommended Goal:	**To support the selection of Montana Indians and other minorities to state and national boards and committees.**
Suggested Action:	Direct the Legislative Committee on Indian Affairs and other appropriate committees to review the status of Montana Indians and other minority appointments to state boards and committees.
Recommended Goal:	**To direct the Legislative Committee on Indian Affairs and/or other appropriate committees to review teacher tenure laws.**
Suggested Action:	Work with the Montana Education Association, the Montana Indian Education Association and the Montana Federation of Teachers to review the laws and identify problems and subsequent remedies.

RECOMMENDATIONS TO THE BOARD OF REGENTS

Recommended Goal:	**To develop a coordinated Montana Indian Education Action Plan with the Board of Public Education and Office of Public Instruction.**
Suggested Action:	Establish an initial plan with baseline data which is to be updated and reviewed annually to promote equity, access, and proportionality of Montana Indian students' participation, achievement, and completion.
Suggested Action:	Establish measurable objectives by unit and discipline.
Suggested Action:	Direct the Office of the Commissioner of Higher Education to provide current data that pertains to Montana Indians in the postsecondary system for inclusion in the Plan.
Suggested Action:	Cooperate with the Board of Public Education in the development of a unified plan for Montana Indian education.
Suggested Action:	Direct the Office of the Commissioner of Higher Education to develop Montana University System campus action plans which shall include an assessment of their current efforts pertaining to Montana Indian and other minority recruitment, retention and degree completion as well as an outline of future plans for improvement.
Suggested Action:	Seek advice and input from education organizations such as the Montana Committee for American Indian Higher Education, the Montana Advisory Council for Indian Education and the Montana Indian Education Association.
Suggested Action:	Conduct an annual state-wide forum on Indian education.
Recommended Goal:	**To establish an American Indian advisory board.**
Suggested Action:	Seek the advice of Montana Indian education organizations to include them in this process and take action to establish an advisory board.
Recommended Goal:	**To establish a permanent position within the Office of the Commissioner of Higher Education to address issues pertaining to the achievement of Montana Indians and other minorities.**
Suggested Action:	Designate a permanent staff position.

Suggested Action:	Commit resources for data collection, analysis, research and other position functions.
Recommended Goal:	**To create campus support systems for Montana Indians and other minorities through campus action plans.**
Suggested Action:	Establish internships in the Financial Aid Offices and in other programs.
Suggested Action:	Establish Financial Aid Scholarships for Montana Indian students.
Suggested Action:	Review admissions standards for potential/actual impact on Montana Indian and other minority students.
Suggested Action:	Research and develop support and retention systems for Montana Indians and other minority students.
Suggested Action:	Establish early outreach programs such as bridge programs (graduating high school seniors enrolled in special summer programs) and junior high school day on campus.
Suggested Action:	Strengthen liaison with tribal education programs.
Recommended Goal:	**To establish formal relationships with each of the Montana Tribal Colleges.**
Suggested Action:	Meet with each tribal college president and their board members to determine the nature of the relationship and establish regular meeting dates.
Suggested Action:	Assure tribal college participation in relevant Montana University System inter-campus committees.
Suggested Action:	Continue to coordinate efforts to establish uniform core curriculum requirements.
Recommended Goal:	**To develop strategies to increase the number of American Indian counselors, administrators, and teachers.**
Suggested Action:	Direct the Regents Task Force on Minority Achievement to meet with campus officials, the Board of Public Education, the Montana Indian Education Association, the Montana Education Association, the Montana Federation of Teachers, and the Montana Committee for American Indian Higher Education to discuss possible strategies.
Recommended Goal:	**To establish a Montana University System affirmative action plan.**

Suggested Action:	Develop a model affirmative action plan for the Montana University System in order to achieve affirmative action for Montana Indians and other minorities.
Recommended Goal:	**To establish a policy to address institutional racism.**
Suggested Action:	Direct the Regents Task Force on Minority Achievement to define and assess institutional racism within the Montana University System.
Recommended Goal:	**To establish a major in Native American Studies.**
Suggested Action:	Seek feasibility proposals for the development of a major in Native American Studies from individual Montana University System units.
Suggested Action:	Work with the Board of Public Education in the development of an endorsement for Native American Studies graduates who wish to teach.
Recommended Goal:	**To establish Board of Regents fellowships for exemplary Montana Indian graduate students.**
Suggested Action:	Set aside a specific amount of money for the purpose of providing fellowships to Montana Indian graduate students.
Recommended Goal:	**To increase the number of Montana Indians in teacher training programs.**
Suggested Action:	Assess current enrollment statistics and the number of Indian graduates for the past ten years (1980-1990).
Suggested Action:	Compare Indian graduate and certification data to state-wide teacher data in cooperation with the Office of Public Instruction.
Suggested Action:	Identify strategies to address any discrepancies by using 1) disparity of Indian teachers; 2) teacher replacement rates; 3) school employment rates.
Suggested Action:	Establish qualitative goals for recruiting and graduating Montana Indians in teacher education which may include the identification of Indians employed as teacher aides, financial incentives and coordination efforts with tribal colleges.
Suggested Action:	Explore incentives with local school districts and tribal governments.

Suggested Action: Encourage all units of the Montana University System to seek federal and private funds to expand Montana teacher training.

Recommended Goal: **To ensure that Native American Studies is a core curriculum requirement for all students attending the Montana University System.**

Suggested Action: Review core curriculum requirements which pertain to Native American Studies courses.

Recommended Goal: **To encourage the student representative of the Board of Regents to address American Indian and other minorities issues and concerns.**

Suggested Action: Provide opportunities for the student representative to attend the Montana Indian Education Association Convention and other state and regional conferences to assess concerns of Montana Indian students.

RECOMMENDATIONS TO THE BOARD OF PUBLIC EDUCATION

Recommended Goal:	**To develop a coordinated American Indian Education Action Plan for the State of Montana with the Office of Public Instruction and the Board of Regents.**
Suggested Action:	Establish an initial plan with baseline data which is to be updated and reviewed annually to promote equity, access, and proportionality of Montana Indian students' participation, achievement, and completion.
Suggested Action:	Continue to request policies from the Office of Public Instruction to provide current data that pertains to Montana Indians for inclusion in the Plan. Data should include data by race and gender in areas such as the number of students in the system, number of students who drop out, where and when students drop out, number of students in the college prep curriculum, number of students in Special Education, Chapter One, and Gifted & Talented programs, and in all other program areas.
Suggested Action:	Cooperate with the Board of Regents in the development of a unified plan for Montana Indian education.
Suggested Action:	Develop a rule requiring local school districts to develop action plans which will include an assessment of their current efforts pertaining to Montana Indians' and other minority groups' retention, achievement, and high school completion as well as an outline of future plans for improvement.
Suggested Action:	Continue to seek advice and input from American Indian education organizations such as the Montana Advisory Council for Indian Education, the Montana Committee for American Indian Higher Education, and the Montana Indian Education Association.
Suggested Action:	Conduct an annual state-wide forum on Indian education.
Recommended Goal:	**To designate no fewer than one Pupil Instruction Related (PIR) day for Indian education and/or multicultural awareness and/or human relations skills training.**
Suggested Action:	Assess the need for further training and development of teachers and all school related staff in the area of Indian education, multicultural awareness, and human relation skills.
Suggested Action:	Explore the designation of this special PIR day by means of a task force composed of all affected organizations.

Recommended Goal:	**To strengthen Accreditation Standards regarding American Indian and other minority groups' cultures and histories.**
Suggested Action:	Assess the impact of current accreditation language on minority students.
Suggested Action:	Direct the Accreditation Committee to review and strengthen this goal in the next review of the accreditation standards.
Recommended Goal:	**To develop a rule requiring schools to increase parental and community involvement in the educational process.**
Suggested Action:	Direct the Accreditation Committee to explore this goal with all affected parties.
Suggested Action:	Encourage the Office of Public Instruction to develop training activities for parent advisory groups.
Recommended Goal:	**To assure that all teachers, counselors, administrators, and other ancillary personnel in the public school system are sensitive to and knowledgeable about culturally different students.**
Suggested Action:	Direct the Certification Committee to review and strengthen current teacher education certification standards to ensure that professional educators are sensitive to and knowledgeable about culturally different students.
Suggested Action:	Direct the Certification Committee to review and strengthen standards for teacher recertification to ensure that professional educators are sensitive to and knowledgeable about culturally different students.
Suggested Action:	In cooperation with the Office of Public Instruction, encourage local boards to develop policies and procedures which would provide in-service activities to ensure all school personnel are sensitive to and knowledgeable about culturally diverse students.
Suggested Action:	Request the Certification Standards and Practices Advisory Council to assess any differences between tenured and non-tenured teachers with regard to their sensitivity to and knowledge about culturally diverse students.
Recommended Goal:	**To explore an endorsement for English as a Second Language and for Bilingual Education.**

Suggested Action:	Review the current status of these professional categories.
Suggested Action:	Consult with affected professionals, develop rules, and conduct hearings.
Recommended Goal:	**To address the cultural bias issues of the National Teachers Examination.**
Suggested Action:	Assess the impact of standardized tests upon minority populations.
Suggested Action:	Contact the Educational Testing Service to seek a means of modifying the test to meet the needs of Montana.
Suggested Action:	Explore alternative means to assess the knowledge base of Montana teachers such as the addition of a "Montana" culture and history test.
Suggested Action:	Continue to work with the Certification Standards and Practices Advisory Council and with the Montana Advisory Council for Indian Education in remedying the cultural bias issues and other controversial issues of the NTE.
Recommended Goal:	**To assure that schools identify and work with "at-risk" students.**
Suggested Action:	Establish or strengthen accreditation rules to assure schools address the needs of "at-risk" students.
Recommended Goal:	**To assure that all Montana students achieve the same academic outcome.**
Suggested Action:	Establish a goal to bring Montana Indian students to an academic standard no less than that of their non-Indian counterparts.
Suggested Action:	Establish a means of making schools accountable for achieving this goal.
Recommended Goal:	**To insure proportionality in academic enrollment and employment of Indian people.**
Suggested Action:	Establish anticipated enrollment projections, proportionate graduation rates and employment goals for Indian people.

Recommended Goal:	**To support and encourage data collection efforts by gender and race.**
Suggested Action:	Request that the Office of Public Instruction collect the necessary data to determine proportionality goals and to assess the ability of the education system to meet the needs of the Montana Indian population.
Recommended Goal:	**To encourage the development of multicultural curriculum.**
Suggested Action:	Review existing policies and/or rules pertaining to multicultural curriculum development.
Suggested Action:	Request the Office of Public Instruction to provide technical assistance to local schools.
Suggested Action:	Develop or strengthen existing rules to address this need.
Recommended Goal:	**To encourage the student representative on the Board of Public Education to address American Indian and other minorities' issues and concerns.**
Suggested Action:	Provide opportunities for the student representative to attend the Montana Indian Education Association Convention, the Montana Inter-Tribal Youth Practicum and/or other appropriate Indian activities and assess the concerns of American Indian students.
Recommended Goal:	**To continue to work with the Montana Indian community in addressing issues that impact the education of Indian children.**
Suggested Action:	Review the Board of Education policy on American Indian education annually.
Suggested Action:	Consult regularly with the Montana Advisory Council for Indian Education and with other members of the Montana Indian community.
Suggested Action:	Assess, annually, the status of Montana Indian education.
Recommended Goal:	**To continue to appoint American Indian people to task forces and committees.**
Suggested Action:	Solicit the names of potential candidates for the Certification Standards and Practices Advisory Council and the Montana Advisory Council for Indian Education from the Montana Advisory Council for Indian Education and other Indian organizations.

RECOMMENDATIONS TO THE OFFICE OF PUBLIC INSTRUCTION

Recommended Goal:	**To develop a coordinated Montana Indian Education Action Plan in conjunction with the Board of Public Education and the Board of Regents.**
Suggested Action:	Establish an initial plan with baseline data which is to be updated and reviewed annually.
Suggested Action:	Establish and formalize a means of collecting the necessary data for inclusion in the Plan. Data should include information by race and gender in areas such as the number of students in the system, number of students who drop out, where and when students drop out, number of students in the college prep curriculum, number of students in Special Education, Chapter One, and Gifted & Talented programs, and all relevant program areas.
Suggested Action:	Cooperate with the Board of Regents and the Board of Public Education in the development of a unified plan for Montana Indian education.
Suggested Action:	Recommend that the Board of Public Education establish a rule requiring local school districts to develop action plans which will include an assessment of their current efforts pertaining to Montana Indians' and other minority groups' retention, achievement, and high school completion as well as an outline of future plans for improvement.
Suggested Action:	Continue to consult with Montana Indian education organizations such as the Montana Advisory Council for Indian Education, the Montana Committee for American Indian Higher Education, and the Montana Indian Education Association.
Suggested Action:	Conduct an annual state-wide forum on Indian education.
Recommended Goal:	**To provide guidelines and strategies for local districts to use in developing multicultural curricula.**
Suggested Action:	Use the Montana Institute for Effective Teaching of American Indian Children as a model to recommend techniques that are most appropriate for teaching Indian children.
Suggested Action:	Share strategies with the general school population.
Suggested Action:	Promote the inclusion of multicultural perspectives into all curricular areas.

Suggested Action:	Develop a resource bank consisting of both human resources and material resources and disseminate this information to schools.
Recommended Goal:	**To support the applications for recertification credit for completion of Montana Indian professional activities.**
Suggested Action:	Provide Indian organizations with relevant information and application forms regarding the recertification credit process.
Recommended Goal:	**To increase Montana Indian parental participation in the public school system.**
Suggested Action:	Consult with and provide training for local Indian parent committees on their rights and responsibilities.
Suggested Action:	Encourage meetings between parent committees and local school boards to discuss district plans and needs assessments.
Suggested Action:	Identify and assess current efforts to train Indian parents and trustees.
Suggested Action:	Establish parental and board training programs in school districts.
Suggested Action:	Seek the advice and involvement of tribal councils and tribal education departments prior to conducting training programs on specific Indian reservations.
Recommended Goal:	**To encourage the Board of Public Education and the Board of Regents to work to ensure that all teachers, counselors, administrators, and other ancillary personnel in the public school system are sensitive to and knowledgeable about culturally different students.**
Suggested Action:	Consult with the Deans of the Schools of Education regarding teacher training experiences which will foster sensitivity to and knowledge about culturally different students.
Suggested Action:	Contact key educational organizations to discuss this issue.
Suggested Action:	Encourage Teacher Equity Student Achievement (TESA) training for all teachers.
Recommended Goal:	**To provide multicultural training for teachers, counselors, administrators, and ancillary personnel.**

Suggested Action:	Provide in-service training using the model of the Montana Institute for Effective Teaching of American Indian Children.
Suggested Action:	Provide training of facilitators to enable them to conduct in-service training.
Suggested Action:	Secure funding for the REACH (Respecting Ethnic and Cultural Heritage) training.
Suggested Action:	Expand and continue the Bilingual and English as a Second Language Institutes.
Suggested Action:	Increase on-site visits to schools with significant numbers of Indian students.
Recommended Goal:	**To develop strategies to make schools accountable for the educational achievement of Indian students.**
Suggested Action:	Develop a comprehensive student data base and continue data collection efforts initiated by the "TRACKS" project.
Suggested Action:	Seek funding to hire an "At-Risk" Coordinator to assist schools in working with students before they drop out.
Suggested Action:	Assess the impact of Chapter 1, Special Education, and other specialized programs on Montana Indians and other minorities.
Suggested Action:	Publish an annual report on the status of Montana Indian and other minority groups' education and acknowledge exemplary programs.
Suggested Action:	Encourage schools to seek means of measuring achievement other than by standardized testing.
Suggested Action:	Assist schools in annual needs assessments and planning. Students parents, trustees, administrators, teachers, and community organizations should be invited to participate.
Suggested Action:	Provide incentives for schools that take part in an annual identification of needs and subsequent planning.
Suggested Action:	Establish a means of identifying exemplary school programs which are effectively working with Montana Indian and other minority students.
Suggested Action:	Provide training which will enable local school officials to review textbooks for the accurate portrayal of Montana Indians and other minorities.

Suggested Action:	Encourage the establishment of bridge programs at the junior high school and high school level to assure awareness of postsecondary opportunities.
Suggested Action:	Develop cooperative programs with tribes such as with the "Drug Free Schools" Program.
Suggested Action:	Encourage and promote the establishment of cultural organizations for Montana Indian and other minority students.
Recommended Goal:	**To request a minimum of one state-funded FTE in the Office of Public Instruction's budget for Indian Education.**
Suggested Action:	Include at least one FTE in the state budget for this office. Current grant funds can be used to employ additional Indian professionals.
Recommended Goal:	**To insure proportionality in the employment of Montana Indian and other minorities in the public school system and with the Office of Public Instruction.**
Suggested Action:	Establish employment goals for Montana Indians and other minorities.
Suggested Action:	Encourage and assist districts in the hiring and retention of Montana Indians and other minorities.

RECOMMENDATIONS TO THE LOCAL BOARDS OF TRUSTEES

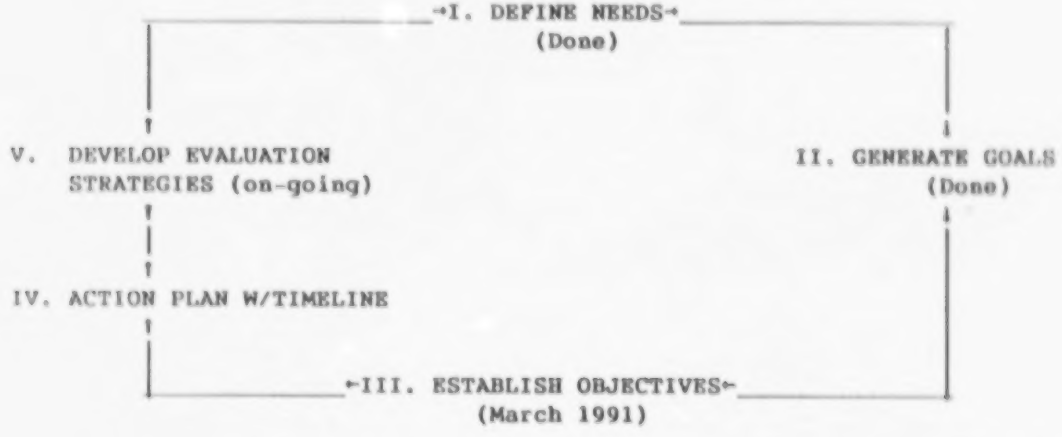
Recommended Goal:	**To increase parental participation in the public school system.**
Suggested Action:	Establish opportunities for parental participation in desision-making and in their children's education programs.
Suggested Action:	Establish annual goals in communication and public relations.
Suggested Action:	Annually, establish short and long-term goals, with parental and community participation.
Suggested Action:	Increase opportunities for student participation in decision-making and in their education programs.
Suggested Action:	Take advantage of local, state, and national board training opportunities.
Recommended Goal:	**To assure that all Montana students achieve the same academic outcome.**
Suggested Action:	Establish a goal to bring Montana Indian students to an academic standard no less than that of their non-Indian counterparts.
Recommended Goal:	**To implement affirmative action plans to increase the number of Indian teachers, counselors, administrators, and other ancillary personnel.**
Suggested Action:	Assess affirmative action policies currently in place by school districts in the state.
Recommended Goal:	**To ensure that the Board membership reflects the ethnicity of the community.**
Suggested Action:	Develop initiatives to achieve this goal.
Recommended Goal:	**To establish culturally relevant curriculum including instruction in tribal history and government.**
Suggested Action:	Review district curriculum for culturally relevant content.
Suggested Action:	Consult with tribal entities and other minority groups in the development of culturally relevant curricula.

Recommended Goal:	**To establish continuous dialogue and cooperation with local tribal governments.**
Suggested Action:	Learn and understand the unique federal/state/tribal relationships.
Suggested Action:	Coordinate meetings with local officials pertaining to issues of local concern.

CONCLUSION

The Montana education system has long been separated between the K-12 system and the postsecondary system. All parties are strongly urged to work together, in a coordinated effort, to address the needs of Montana Indian people and all other citizens. The Montana Advisory Council for Indian Education, Montana Committee for American Indian Higher Education and the Montana "Tracks" Task Force have defined the needs and generated specific goals. The state of Montana and its education entities are asked to establish specific objectives, action plans and evaluation strategies in an effort to complete the validation process of an educational sequence. The Montana Indian education community strongly urges the aforementioned Montana education system to complete the validation process no later than March, 1991. The call for annual hearings on Indian Education can provide the mechanism for regular, public evaluation of these efforts.

VALIDATION OF AN EDUCATIONAL SEQUENCE



Finally, a press release from the educational entities of the state is necessary to publicly state the positions held and the intentions of these entities.

This document should not be viewed as an end product but rather as a living, on-going document which will continue to change and grow each and every year. The words of our state constitution guaranteeing equal educational opportunity for Indian people are held in the highest esteem and it is to this end that this document is intended and presented.

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1. National Center for Education Statistics. Dropout Rates in the United States: 1988.

2. Bureau of Census - U.S. Department of Commerce. We, the First Americans. December, 1988.

3. Ibid.

4. O'Brien, Eileen M. "The Demise of Native American Education, Part I," Black Issues," March 15, 1990.

5. Bureau of Census - U.S. Department of Commerce. General Population Characteristics - Montana 1980 Census of Population. March, 1982.

6. Ibid.

7. Office of the Coordinator of Indian Affairs. 1980 Profile of the Montana Native American. Montana State Government. P. 145.

8. Ibid. P. 202.

9. Ibid. P. 202.

10. Montana Department of Labor and Industry. Montana Work Force 2000. 1988. P. 22.

11. American Council on Education and the Education Commission of the States. One-Third of a Nation: A Report of The Commission on Minority Participation in Education and American Life, May, 1988. P. vii.

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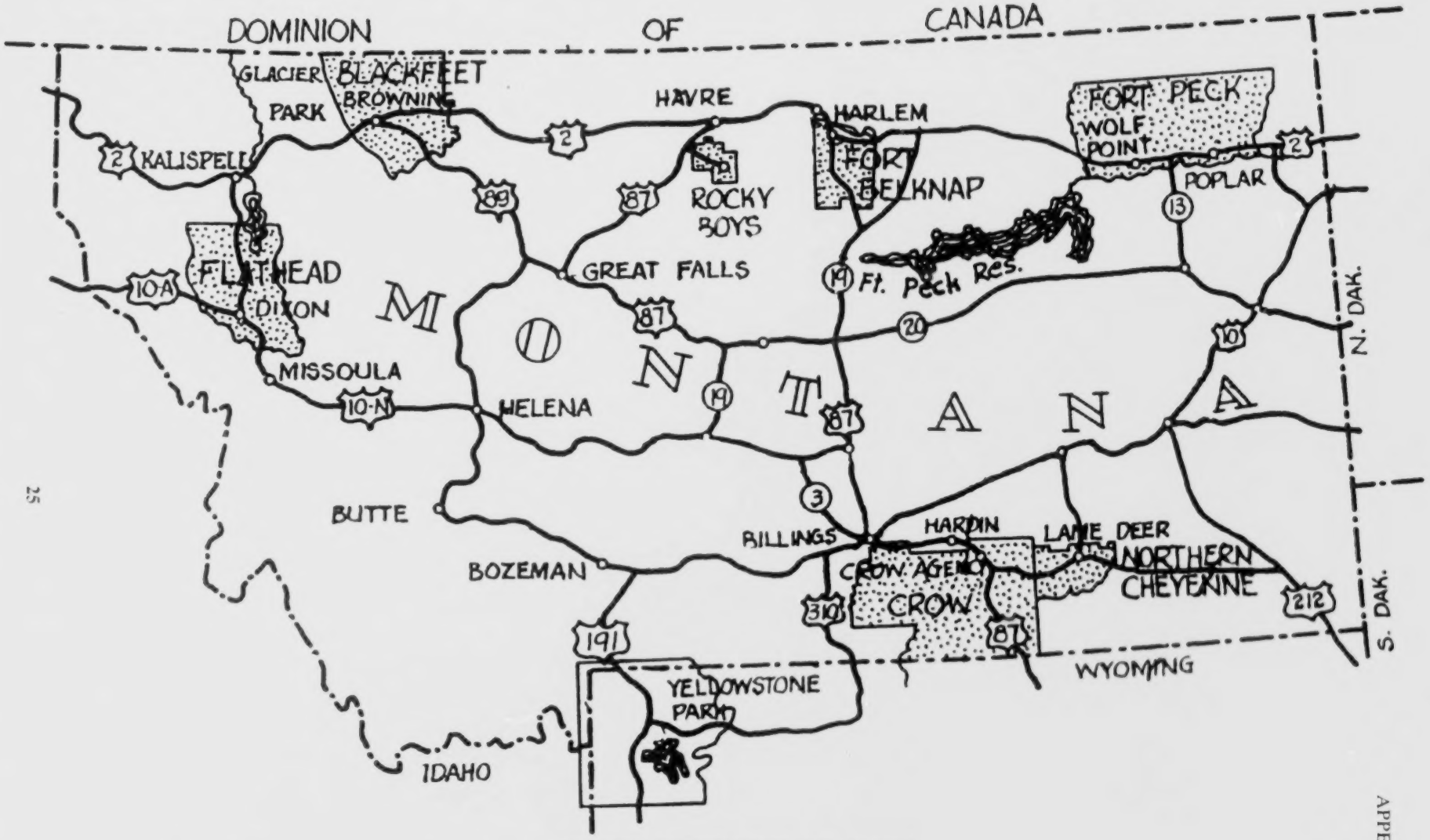

MONTANA RESERVATIONS AND TRIBES

Flathead	- Confederated Salish & Kootenai Tribes	Fort Peck	- Assiniboine, Sioux
Blackfeet	- Blackfeet	Crow	- Crow
Rocky Boy	- Chippewa, Cree	Northern Cheyenne	- Northern Cheyenne
Fort Belknap	- Assiniboine, Gros Ventre		

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ARTICLE X

EDUCATION AND PUBLIC LANDS

Section
1. Educational goals and duties.
2. Public school fund.
3. Public school fund inviolate.
4. Board of land commissioners.
5. Public school fund revenue.
6. Aid prohibited to sectarian schools.
7. Nondiscrimination in education.
8. School district trustees.
9. Boards of education.
10. State university funds.
11. Public land trust, disposition.

Article Cross-References

Superintendent of Public Instruction as executive branch officer, Art. VI, sec. 1 through 4, 6, and 7, Mont. Const.

Education, Title 2, ch. 15, part 15; Title 20.

Department of State Lands, Title 2, ch. 15, part 32.

State Lands, Title 77.

Section 1. Educational goals and duties. (1) It is the goal of the people to establish a system of education which will develop the full educational potential of each person. Equality of educational opportunity is guaranteed to each person of the state.

(2) The state recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity.

(3) The legislature shall provide a basic system of free quality public elementary and secondary schools. The legislature may provide such other educational institutions, public libraries, and educational programs as it deems desirable. It shall fund and distribute in an equitable manner to the school districts the state's share of the cost of the basic elementary and secondary school system.

Cross-References

Public school fund, Art. X, sec. 2 and 3, Mont. Const.

Nondiscrimination in education, Art. X, sec. 7, Mont. Const.; 49-2-307; 49-3-203.

State university funds, Art. X, sec. 10, Mont. Const.

State Board of Education, 2-15-1501.

Board of Regents of Higher Education, 2-15-1505.

Commissioner of Higher Education, 2-15-1506.

Board of Public Education, 2-15-1507.

Property tax exemption of property used for educational purposes, 15-6-201.

Statewide levy for school purposes, 15-10-103.

Statewide levy for university system, 15-10-105.

Education, Title 20.

Indian studies required of teachers under certain circumstances, 20-4-211 through 20-4-214.

Vocational and technical education, Title 20, ch. 7, part 3.

Montana State School for the Deaf and Blind, Title 20, ch. 8.

State equalization aid, Title 20, ch. 9, part 3.

Community college districts, Title 20, ch. 15.

Policy Statement
American Indian Education

The Montana Board of Public Education hereby reaffirms the commitment to the American Indian population of Montana as stated in the Constitution of the State of Montana (Article X, Section 2): "The state recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity."

The Montana Board of Public Education emphasizes its commitment to the American Indian people through the establishment of this Indian Education Policy. This policy shall provide for more effective and meaningful participation by Indian people in the planning, implementation, and administration of relevant educational services and programs under the authority of local school boards.

The Montana Board of Public Education hereby recognizes the obligation of the State to respond to the strong expression of the Indian people for self-determination by assuring maximum Indian participation in the field of education. The Board strongly recommends that local schools exercise initiative in implementing educational programs that meet the needs of American Indian people. School boards and school personnel that serve significant numbers of Indian people should reflect the ethnicity of the student population.

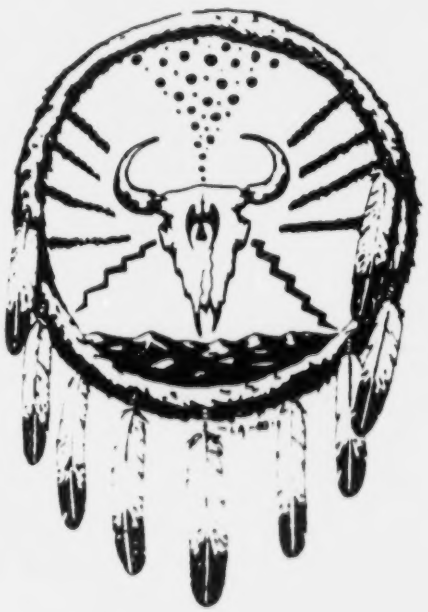
The Montana Board of Public Education does further recognize the distinct and unique tribal governments within the State of Montana and their special relationship with the Federal Government. The Board urges the legislature to acknowledge this relationship.

The Montana Board of Public Education also urges both the American Indian and non-Indian population of the State to learn about and acknowledge the historical perspectives and values of the other.

The Montana Board of Public Education recommends that the Superintendent of Public Instruction and the Board of Regents take leadership roles in meeting the elementary, secondary, and higher education needs of American Indian people.

The Montana Board of Public Education declares and supports the concepts of self-determination and educational excellence for American Indian people. It is hereby stated that the Board supports and encourages: (1) programs and services to meet the unique educational needs of American Indian youth and adults including, but not limited to, programs designed to provide tutorial assistance, counseling, and home-school liaison; (2) the involvement of tribes, communities, youth, and parents in the total educational program; (3) the establishment of a statewide Indian Education Advisory Council; (4) the incorporation of American Indian languages, literature, and heritage into the general curricula; (5) the concept of equal educational opportunity; and (6) viable educational programs which will permit American Indian people to compete and excel in life areas of their choice.

Adopted April 12, 1984



MINORITY EDUCATION RESOLUTION

Whereas: the Montana Board of Public Education has been created in Article X, section 9, subsection (3), of the Montana constitution to exercise general supervision over the public school system; and

Whereas: the Montana constitution states in Article X, section 1, subsection (1), and (2),: "It is the goal of the people to establish a system of education which will develop the full educational potential of each person. Equality of educational opportunity is guaranteed to each person of the state."

"The state recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity."; and

Whereas: the Montana Board of Public Education passed a policy statement on American Indian Education in 1984; and

Whereas: the Montana Advisory Council for Indian Education has been established by the Board of Public Education and the Office of Public Instruction to act in an advisory role to them in matters affecting the education of American Indian students; and

Whereas: the Montana Advisory Council for Indian Education recently conducted the Montana Forum for Indian Education and the Indian Education Retreat, receiving numerous relevant recommendations from more than 200 educators, parents, and students; and

Whereas: the Montana Advisory Council for Indian Education subsequently offered these recommendations to the Board of Public Education.

Now Therefore Be It Resolved: that

1. the Montana Board of Public Education reaffirms its commitment to accomplish the intent of Article X, section (1), subsections (1), and (2), of the Constitution of Montana;

2. the Montana Board of Public Education reaffirms its commitment to accomplish the intent of its policy statement on American Indian Education;

3. the Montana Board of Public Education reaffirms its intent to work with its Montana Advisory Council for Indian Education in all matters affecting the education of the American Indian population of the state;

4. the Montana Board of Public Education declares its intent to cooperate with the Montana Board of Regents and the Office of Public Instruction in the development of an Action Plan for Indian Education;

5. the Montana Board of Public Education declares its intent to review and strengthen its Teacher Education Program Standards to insure that Montana educators are sensitive to and responsive to culturally different students;

6. the Montana Board of Public Education declares its intent to explore the designation of no fewer than one (1) Pupil Instruction Related (P.I.R.) day for Indian education/multicultural education/human relations training; and

7. the Montana Board of Public Education declares its intent to explore accreditation rules to require schools to provide for increased parental/community involvement in the educational process.

Be It Further Resolved: that this resolution be disseminated to the Office of Public Instruction, the Montana Board of Regents, the Governor, the Legislature, and all appropriate educational entities of the state.

Signed this 13 day of NOV, 1990 by

Bill Thomas, Chair, Board of Public Education.

OFFICE OF PUBLIC INSTRUCTION

Nancy Keenan
Superintendent

STATE CAPITOL
HELENA, MONTANA 59620
(406) 444-3095

POSITION PAPER
COMMITMENT TO AMERICAN INDIAN EDUCATION IN MONTANA

The Constitution of the state of Montana guarantees equality of educational opportunity to each person of the state. It also recognizes the distinct and unique cultural heritage of the American Indian and is committed in its educational goals to the preservation of their cultural integrity.

The Montana Board of Public Education issued a policy statement on American Indian Education in 1984. The policy statement is attached to this position paper.

As Superintendent of Public Instruction, I am committed to supporting the Constitutional provisions and the policy statement of the Board of Public Education with the following actions:

1. I will work with the Montana Advisory Council for Indian Education and the Office of the Commissioner of Higher Education to help improve educational opportunities for American Indian people and to expand the state's commitment to American Indian educational achievement.

2. Staff in the Office of Public Instruction will be directed to collect and analyze student data to provide educationally relevant minority student information. The data will be used to plan curriculum and educational services to increase the attainment level of American Indian students in Montana.

3. The Office of Public Instruction will support the need to provide additional educational resources to those schools with high American Indian student enrollment in order to increase the attainment level of American Indian students. The Office of Public Instruction will not pursue the equalization of PL81-874 funds.

Nancy Keenan
Nancy Keenan

MONTANA UNIVERSITY SYSTEM

Policy and Procedures Manual

PAGE: 303.5 (1 of 1)

SUBJECT: ACADEMIC AFFAIRS

Effective: July 10, 1978

Section: 303.5 American Indian study

Issued: July 31, 1978

Approved: C. C. Tumbleson

Statutory citation:

75 R.C.M. 6129 et seq

Board policy:

Each unit of the Montana University System is required to offer a formal course of American Indian study developed with the advice and assistance of Indian people.

Definition:

A formal course of study shall consist of a minimum of 6 quarter credits.

History:

Item 18-001-R0977, Resolution Respecting the Indian Culture Master Plan, Montana University System, September 12, 1977 as revised July 10, 1978 by substitution.

Limitations on numbers of students in subsections 4(a), 4(b) and 4(c) above shall not apply to students from other states who enroll under provisions of any WICHE or WAMI sponsored state reciprocal agreements which provide for the payment, where required, of the student support fee by the reciprocal state, or to student exchange programs which the Commissioner of Higher Education may designate under the WICHE Fellows or Scholars programs.

d. Indian Student Fee Waiver. Registration and incidental fees shall be waived for any person of one-fourth (1/4) Indian blood or more. Such person must have been a bona fide resident of the State of Montana for at least one year prior to enrollment in the Montana University System and must demonstrate financial need. Each unit shall make rules governing the selection of these Indian students.

e. Honorably Discharged Veteran Fee Waiver. Registration and incidental fees shall be waived for all honorably discharged persons who served with the United States forces in any of its wars and who are bona fide residents of the State of Montana. This waiver shall not apply to persons who qualify for education stipends or other veterans' benefits under federal law or regulation and shall apply only to those who have at some time qualified for benefits but who are no longer eligible.

f. War Orphans Fee Waiver. Undergraduate registration and incidental fees shall be waived, with the approval of the Commissioner of Higher Education, for the children aged 25 and under of members of the armed forces of the United States who served on active duty during World War II, the Korean or Vietnam conflicts. Such members of the armed forces must have had legal residence in the state at the time of entry into service and must have been killed in action or died as a result of injury, disease, or other disability while in the service.

g. Dependents of Prisoners of War Fee Waivers. Registration and incidental fees shall be waived, with the approval of the Commissioner of Higher Education, for the spouse and children of any resident of Montana who meets either of the following tests:

(1) while serving in the armed forces of the United States is declared by the Secretary of Defense to be a prisoner of war or missing or captured in connection with the conflict in Southeast Asia after January 1, 1961; or

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MONTANA BOARD OF REGENTS OF HIGHER EDUCATION

Policy and Procedures Manual

PAGE: 1902 (1 of 4)

SUBJECT: MISCELLANEOUS

Effective: Sept. 13, 1990

Section: 1902 Minority Achievement; Montana University System

Issued: Dec. 26, 1990

Approved: P D Brooks

Board Policy:

The Board of Regents recognizes the desirability for campus environments to promote multicultural diversity and for the participation and achievement of American Indian and other minority students to be, at a minimum, equal to their representation in the state's population. To that end, the Board pledges its cooperation with the Board of Public Education, the Office of Public Instruction, American Indian tribal colleges, and other American Indian and minority entities within the State and adopts the following goals for higher education in Montana:

1. To enroll and graduate American Indians and other minorities in proportion to their representation in the state's population. In measuring the outcome of this goal it is expected that the students would originate from the State of Montana and that the proportional representation would apply both at the undergraduate and graduate levels. Further, it is expected that the minority students would have comparable levels of achievement with non-minority students.

2. To increase the employment of American Indians and other underrepresented minorities in administrative, faculty and staff positions to achieve representation equal to that of the relevant labor force.

3. To enhance the overall curriculum by infusion of content which enhances multicultural awareness and understanding.

The following guidelines based upon recommendations from the National Center for Postsecondary Governance and Finance should be considered:

1. State Priorities Publicly. Colleges and universities that publicly announce goals to eliminate race/ethnicity-related differences in achievement via press releases and other public statements in a wide range of arenas indicate their commitment to educational opportunity.

2. Commit Discretionary Dollars. Discretionary institutional dollars spent to recruit, retain and graduate American Indian and other minority students communicates commitment better than federal or state categorical grant programs. Conversely, limiting participation in programs to eligible

students according to state or federal guidelines, or terminating programs when external funds are withdrawn, advertises that commitment to equal educational opportunity is optional. College presidents are encouraged to plan for use of various strategies to enable their institution to use a portion of their available discretionary funds each year to support the Board policy.

3. Employ American Indian and other Minority Leaders. Employing American Indian and other minorities in positions of senior leadership sends a clear message about the importance and value of cultural diversity among professional institutional staff.

4. Collect Relevant Data. Institutions that routinely collect information about the achievement patterns of American Indian and other minority undergraduates, differentiated by admission status and department, are well positioned to address popular perception and to design focused strategies that build on success and contain failure.

5. Meet Student Needs Systematically. Institutions intent on equity will provide comprehensive and integrated support services to remove barriers to academic achievement and social integration. Institutions will take a proactive role in helping American Indian and other minority students secure financial aid based on their participation in support programs and their potential for earning supplemental income.

6. Emphasize Quality. In the past it has been common to define quality as a function of those excluded. Institutions with the smallest acceptance ratios excluded minorities disproportionately. Today any workable definition of quality must include diversity, but not at the expense of rigor and excellence. American Indian and other minority students need high quality education.

7. Collaborate With Public Schools, Private and Parochial Colleges, Community Businesses, Tribal Agencies, Tribal Colleges and other Agencies. A team approach will enable communities of organizations to raise the aspirations of American Indian and other minority students and to strengthen their academic preparation. Elementary and high school students need

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demystifying campus contacts and role models and should be given adequate financial aid information.

Articulation arrangements should be developed between community colleges, tribal colleges and four-year programs to eliminate unnecessary loss of transfer credit. Organizations and businesses influential in the American Indian and other minority communities should motivate and provide economic support for the college bound.

8. Provide a Supportive Learning Environment. Bridge programs, extended classes covering required material, tutoring, learning laboratories, collaborative study groups and intrusive advising should be provided to help under-prepared students who are the most vulnerable to academic failure.

9. Support the Development of Culturally Sensitive and Multicultural Faculty. Effective institutions expand the pool of American Indian and other minority professors by mentoring graduate students or junior faculty members and providing them with support for additional graduate training. Such institutions also give rewards, tenure and promotion based on evidence of good teaching--characterized by direct student contact, caring, mentoring, sensitivity to cultural differences, and high expectations for all students.

Institutions also provide campus wide sensitization activities that address racism, cultural differences and awareness, learning styles and environments on an ongoing basis.

10. Develop and Maintain a Comfortable Social Environment on Campus and in the Greater Community. Academically well-prepared American Indian and other minority students have been distracted from their studies by incidents of racism. Institutions concerned about eliminating discrimination, harassment and low expectations for minorities, provide special programs, services, and facilities to help minority groups retain their sense of cultural identity and adjust to isolation. The most effective strategy is proportional representation.

Procedures:

In consultation with the Office of the Commissioner of Higher Education, each campus president or director will develop an action plan to accomplish

the System goals for multicultural diversity. The plans are to be submitted to the Board of Regents. The Commissioner will establish a deadline for submission of campus action plans so those plans can be implemented September 1, 1991. Action results will periodically be submitted to the Commissioner who will make available such results to interested parties and to the general public.

History:

Item 67-001-R0690, Minority Achievement; Montana University System, September 13, 1990.

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APPENDIX C

BLACKFEET NATION

P.O. BOX 850

BROWNING, MONTANA 59417

(406) 338-7179

EXECUTIVE COMITTEE

EARL OLD PERSON CHAIRMAN
ARCHIE ST. GODDARD VICE-CHAIRMAN
AL POTTS SECRETARY
ELAINE GUARDIPEE TREASURER

BLACKFEET TRIBAL BUSINESS COUNCIL

EARL OLD PERSON
ARCHIE ST. GODDARD
AL POTTS
BOB DERVAIS
DAN BOOZE
CHARLES CONNELLY
GEORGE KICKING WOMAN
TED WILLIAMSON
JESS BLACKWEASEL

BLACKFEET TRIBAL EDUCATION DEPARTMENT

EDUCATION MISSION

The education mission of the Blackfeet Tribe is to provide and promote quality education opportunities for all members of the Tribe from early childhood through life in accordance with our Tribes needs for cultural survival and economic well being. In the excercise of the Blackfeet Tribe's regulatory powers, which authority is derived from aboriginal sovereignty, we will never surrender our right and desire to fully determine and control all aspects of education policy and implementation including affected relationships among ourselves and with non-Indian governments, organizations and persons.

The Blackfeet Tribe asserts that education for all Tribal members is a right and is an integral part of the trust responsibility of the federal government as affirmed by the United States Constitution, United States Supreme Court decisions, Federal statutes and Executive Orders, and as set out in the Congressional declaration in Sections 2 and 3 of the Indian Self-Determination and Education Assistance Act (P.L. 93-638; 88 Stat. 2203; 25 USC 450 and 450 (a)).

The Blackfeet Tribe, acting as a sovereign and in accordance with these federal laws, expands the concept of education on Tribal terms, taking into account the spiritual, physical and cultural aspects of the individual within the context of family and tribal life.

The Tribal Education Department shall have the following powers, duties and responsibilities:

1. To advise and consult with departments or agencies of other non-Tribal governments on matters affecting Tribal education.

2. To negotiate with officials of the U.S. Government and the government of the State of Montana provided that, final authorization of any agreement rests with Tribal Council.

3. To coordinate and/or monitor all education activity on the Blackfeet Reservation.

4. To enter into and perform such contracts, leases and other transactions as may be necessary for the conduct of the department, provided that final authorization rests with the Tribal Council.

5. To cooperatively utilize the services of other Tribal departments, agencies or employees, reimbursing them when appropriate.

6. To prepare new regulations when necessary or appropriate to administer and manage the functions of the Department and to submit proposed regulations to the Tribal Council.

7. To assume fiscal accountability for all local, state and federal funds generated by the Education Department.

8. To develop all position papers and resolutions for the Tribe in the area of education and in all other related areas when requested by the Tribal Council and the Chairman.

9. To seek assurance for appropriate guidance and counseling services to all Blackfeet Tribal members who are students in local and boarding schools and who are enrolled in colleges and universities.

10. To provide current education information to the Blackfeet Tribal Health, Education and Social Services Committee (HESS), the Tribal Council and other Tribal Departments as required.

11. To assure the development of appropriate curriculum in the Blackfeet language (s) and culture.

12. To provide referrals for drop-out, push-out and those seeking alternative education services.

13. To encourage, support and provide innovative and exemplary education programs reflecting learning styles, including but not limited to, parent-based early childhood education programs, adult and vocational, technical education, library and media services, special education including programs for handicapped and gifted and talented students, summer programs and career development.

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THE CONFEDERATED SALISH AND KOOTENAI TRIBES
OF THE FLATHEAD NATION
P. O. Box 278
Pablo, Montana 59855
(406) 675-2700
Fax (406) 675-2806

Joseph E. Dupuis Executive Secretary
Vern L. Clairmont Executive Treasurer
Patricia Hawkinshorn Sergeant-at-Arms

TRIBAL COUNCIL MEMBERS
Michael T. "Mickey" Pablo Chairman
Laurence Kennedy Vice Chairman
Elmer "Sonny" Morigeau Jr. Secretary
Joe Dog Fesman Treasurer
Louis Adams
Lloyd Irvine
Patrick Lefthand
Henry "Hank" Barker
Antoine "Tony" Incashola
John "Chris" Lozeau

CONFEDERATED SALISH KOOTENAI TRIBES

TRIBAL EDUCATION MISSION STATEMENT

It is the mission of the Tribal Council of the Confederated Salish and Kootenai Tribes to foster the spiritual, mental, physical, social and cultural aspects of each tribal member, thus manifesting consideration of the whole person.

The governing body of the Confederated Salish and Kootenai Tribes recognizes the need to provide quality education opportunities from early childhood through life in accordance with the Tribes' needs for cultural and economic well-being.

The Tribes' have placed an emphasis on the retention and further development of their culture and traditional values; the Tribes, therefore, further recognize that education is in part, the transmission of the culture and values.

In order to enhance this educational mission, the Tribal Council did establish a Tribal Education Committee and subsequently a Tribal Education Coordinator to assure that the goals of the Council are adhered to and given the appropriate priority. The functions and goals of the Education Committee and Education Coordinator include but are not limited to the following:

-Coordinate all education activities within the confines of the Reservation; and

-Advise and provide guidance to the local Indian education programs; and

-Assist all Reservation agencies with education programs; and

-Advise the Tribal Council on current education programs and legislation; and

-Recommend to the Council guidelines and policies for the betterment of education for Tribal members; and

-Annually review educational programs sponsored by the Tribes and make recommendations to those programs and to the Tribal Council; and

-Provide advocacy services to tribal members enrolled in educational institutions.

The Tribal Education Committee and Coordinator are further directed to review and make recommendations to the Tribal Council when Reservation-wide education proposals are written which involve the participation of Indians from all areas of the Flathead Reservation.

Education is and will continue to be a priority of the Confederated Salish and Kootenai Tribes, thus acknowledging that appropriate education policies are a major part of the success of the continued development of the human and natural resources of the Confederated Salish and Kootenai Tribes of the Flathead Reservation of Montana.

Adopted January 11, 1991, by the Tribal Council of the Confederated Salish and Kootenai Tribes of the Flathead Reservation by a vote of seven (7) for, none opposed, and none not voting.

CONFEDERATED SALISH AND KOOTENAI TRIBES

Michael T. Pablo, Chairman
Tribal Council

ATTEST:

Executive Secretary

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CROW TRIBAL COUNCIL

P.O. Box 159
Crow Agency, MT 59022
(406) 638-2601

Crow Country

Clara Nomee, Madam Chairman
Joseph Pickett, Vice-Chairman
Blaine Small, Secretary
Sylvester Goes Ahead, Vice-Secretary

January 30, 1991

EDUCATION The basic foundation for the future:

The Crow Tribe must adopt a cooperative effort toward improvement of all educational programs on or near the Crow Indian Reservation for all age groups from the new born to the elderly. We must insure equal access for all Tribal Members to educational opportunities available locally, regionally and nationally.

1. The Tribe shall establish open lines of communication with all education related institutions, programs, projects and individuals operating on or near the Crow Indian Reservation. A dialogue and interaction will then be initiated toward improvement of programing to meet the defined needs of Tribal members.

2. The Crow Tribe will initiate dialogue to discuss the educational standards and responsibilities toward which all Tribal members will strive.

3. The Tribe shall maintain a Department of Education headed by a qualified Education Specialist. The Specialist will be responsible for the development of long and short range goals and objectives for the Education Department which will insure the improvement of educational opportunities for all Tribal Members.

4. The Crow Tribal Department of Education will anually formulate and submit proposals relative to funding and the responsibilities for same, to the Tribal Administration. Said proposals will include definition of project needs for future program expansion.

5. The Crow Tribe has and will continue to recognize the Department of Education as an integral branch of Tribal Government and shall strive to stabalize it as a credible and accountable program. The viability of the Department shall be protected in order to insure the Tribe availablity of a vehicle for the full implementation of self determination as related to Tribal Education programs.

Clara Nomee

Educational Philosophy

of the

Assiniboine and Gros Ventre Tribes

We believe that education is the process to be utilized in preserving the cultural heritage of the Gros Ventre and Assiniboine Tribes.

We believe that our cultural beliefs must and can be used to make educational experience relevant to all tribal members, allowing the strengthening of our cultural heritage, yet building the individual's ability to compete and survive in the fast paced world of today.

We believe that exposure to the realities of the world with its diversity of cultural beliefs and ideas will aid in the success of tribal members achieving their goals in life.

We believe that a good educational experience will allow youth and adults the confidence, understanding and the ability to lead the Fort Belknap Tribes into the future.

We are committed to the involvement of tribal members of all ages in the learning experience and to allow the entire family to participate in the learning process as was the way of our ancestors.

We are committed to the employment of qualified staff that understand the educational needs of our tribal members, and who will assist the Education Department in meeting these needs.

We recognize that the acquisition of knowledge and wisdom is a life long process, and we are committed to development and implementation of educational programs that will meet every individual tribal member's needs from child to elder.

We ask the Creator of all things and tribal members for assistance in making this philosophy a reality.

Fort Belknap
Reservation-Wide Education Committee
March, 1980

Fort Peck Tribes

P.O. BOX 1027 • 605 INDIAN AVENUE • POPLAR, MT 59255
PHONE: (406) 768-5155 EDUCATION DEPARTMENT FAX: 406-768-5478

DONNA BUCKLES
DIRECTOR

JUNE STAFNE
ADMIN. ASSISTANT

TO: ELLEN SWANEY

FROM: DONNA BUCKLES, DIRECTOR
EDUCATION DEPARTMENT
THE FORT PECK TRIBES

RE: STATEMENT

THE EDUCATION AND CAREER OPPORTUNITY SERVICES AND THE EDUCATION DEPARTMENT OF THE FORT PECK TRIBES SHALL PROMOTE EQUAL EDUCATIONAL OPPORTUNITITES FOR ALL STUDENTS THAT RESIDE ON THE FORT PECK RESERVATION. THEY SHALL ALSO STRIVE FOR GREATER COOPERATION AMONG TRIBAL, STATE, AND FEDERAL ORGANIZATIONS, INSTITUTIONS, GROUPS, AND AGENCIES FOR PROMOTING QUALITY EDUCATION FOR ALL STUDENTS AND POTENTIAL STUDENTS SERVED BY ELEMENTARY, SECONDARY AND HIGHER EDUCATION PROGRAMS. THEY SHALL ALSO ENGAGE IN ACTIVITIES OF A CHARITABLE, BENEVOLENT, SOCIAL, LEGAL AND EDUCATIONAL NATURE ADDRESSED TO THESE ENDS; AND TO ENCOURAGE AND PROMOTE INDIAN EDUCATION LEADERSHIP FOR DECISION-MAKING POSITIONS AT ALL LEVELS.

THE FORT PECK TRIBES BELIEVES AS CHIEF PLENTY COUPS:

"EDUCATION IS OUR MOST POWERFUL WEAPON, WITH IT WE ARE THE WHITE-MAN'S EQUAL, WITHOUT IT WE ARE HIS VICTIM".

NORTHERN CHEYENNE TRIBE
INCORPORATED
P.O. Box 128
LAME DEER, MONTANA 59043

WOHEHIV
The Morning Star

WOHEHIV
The Morning Star

NORTHERN CHEYENNE COMMISSION OF EDUCATION

EDUCATIONAL GOALS

The Commission of Education is to serve as the educational arm of the Tribal Council and as such is to regulate and coordinate all educational systems and projects within the boundaries of the reservation. It is to recommend education policies and procedures to the Tribal Council which will assure that all residents of the reservation have access to the best possible opportunities for education and that all educational endeavors are conducted in the most efficient manner possible.

GOALS:

A. Develop and recommend educational policies to the Tribal Council for approval.

B. Coordinate contacts with state, federal and private agencies concerning educational projects.

C. Gather relevant data and statistics effecting educational planning for short and long range goal development.

D. Provide technical assistance for local boards of education.

E. Serve as a resource for information about outside funding for educational programs and coordinate all funding requests when possible.

F. Promote and coordinate pupil services including guidance, transportation, audio visual, curriculum, truancy, and transfer procedures where Northern Cheyenne children attend school.

G. Promote the preservation of the Northern Cheyenne culture through the educational programs of the reservation.

H. Promote and coordinate post secondary and higher education for all Northern Cheyenne youth.

I. Coordinate educational efforts on the Northern Cheyenne Reservation with educational efforts on other reservations.

J. Serve as a central agency to make education related information available from all sources.

K. Establish organizational procedures which will ensure that all segments of the reservation population, including the elders can provide significant input into educational planning process.

Edwin Dahle

Edwin Dahle, President
Northern Cheyenne Tribal Council

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ROCKY BOY SCHOOL PHILOSOPHY

We believe the Owner, Maker of All Things, put us on our Mother Earth to respect one another and to be kind to one another in our relationships to all things and all people.

The Great Holy Being told the Old People long ago that all people and all things are but different branches on the same tree.

We are told that in our daily lives we must do these things:

Respect Mother Earth and all things that live here.

Respect the Elders, our Mothers, and our Sisters.

Love one another and help one another.

Pray in a good way to the Creator that we might get the power to help one another and to respect each other for our differences.

Be truthful and respectful in our speech, which in itself is a miracle and a gift from the Creator, that we might use it only to speak good of each other and to pass on the good things of life.

Remember that everything created on Mother Earth is useful, has a purpose and was put here for a reason. Nothing is to be abused that has been created.

Remember that all things have life, all things are related and that all things are perfect as they have been created; wind, fire, water, rocks, animals, crawlers, birds, plants, the moon, the sun and humans.

Remember that the Earth was created for everyone and everything and that we are not to selfishly claim it. We are all to share the good things in life so that we all may live in harmony.

Realize that we as human beings have been put on this earth for only a short time and that we must use this time to use our minds to gain wisdom, knowledge, respect and understanding of all human beings since we are all brothers.

Be humble and respectful before the Creator everyday and give thanks for putting us here on earth.

Always be respectful of life. We are not to kill our fellow man.

Remember that all of us as Elders of the Tribe, grandparents, parents and relatives are the people most responsible for the education of our children about our beliefs and how to live in this world. We are responsible for educating them to acquire the understanding, knowledege, wisdom, and respect for Mother Earth and everything that inhabits her.

The Office of Public Instruction

Nancy Keenan
State Superintendent

State Capitol
Helena, Montana 59620
(406) 444-3095

November 2, 1989

Deborah LaCounte
Coordinator
Montana "Tracks" Project
33 South Last Chance Gulch
Helena, Montana 59620-2602

Dear Deborah:

As I understand, the Montana "Tracks" Project: American Indians in Education needs an official statement from the Superintendent of Public Instruction regarding the definition of Indian. This definition will be used to report and monitor American Indian participation and performance in the tracking effort.

The Montana Advisory Council for Indian Education has endorsed the following definition which is consistent with other agencies/organizations that work with Indian people. This definition will allow for the maximum participation of those students in Montana who identify themselves as American Indian.

> American Indian or Alaskan Native--Indian means any individual who (1) is a member of a tribe, band or other organized group of Indians (as defined by the Indian, tribe, band, or other organized group), including those tribes, bands, or groups terminated since 1940, and those recognized by the State in which they reside, or who is a descendant, in the first or second degree,* of such member, or (2) is considered by the Secretary of the Interior, Bureau of Indian affairs, or Indian Health Service to be an Indian for any purpose, or (3) is an Eskimo or Aleut or other Alaskan Native. This definition is for data collection purposes only.
>
> *First degree refers to parents and second degree refers to the child's grandparents.

If you have any questions regarding the definition, please feel free to call Bob Parsley, Indian Education Specialist in my office.

Please keep us aware of any new developments and contact me if we can be of additional assistance to your project.

Sincerely,

Nancy Keenan

kb/10

AMERICAN INDIAN STUDENT ENROLLMENT IN MONTANA SCHOOLS

In May, 1989, the Montana "Tracks" Project: American Indians in Education under the auspices of the Office of the Commissioner of Higher Education proposed a survey of all school districts in Montana. The survey provided a definition of American Indian and consisted of two questions: 1) based upon this definition, do you have any American Indian students attending school? and 2) the name of the person to contact if additional information is needed. This survy was sent out by the Office of Public Instructionn with schools requested to return the survey with the required Pupul Data Report. School districts were required to submit the Pupil Data Report by the end of June, 1989. The results of this survey are:

Summary:

Total Number of Schools.....553

Total Number of Schools
Reporting American
Indian Students Enrolled.....166

Total Number of Schools
Reporting No American
Indian Students Enrolled.....196

Total Number of Schools
Not Responding to the Survey.....191

Schools With Known American
Indian Student Enrollment
Who Did Not Respond.....16

**Total Number of Schools
With Known American Indian
Student Enrollment** (166 + 16).....**182 (33%)**

Percent of Schools Responding
to the Survey.....65.5%

OFFICE OF PUBLIC INSTRUCTION

STATE CAPITOL
HELENA, MONTANA 59620
(406) 444-3095

Nancy Keenan
Superintendent

RACIAL/ETHNIC ORIGIN DATA

In January of 1990 each Montana public school district submitted racial/ethnic enrollment data to the Montana Office of Public Instruction. The following information is a summary of that data.

MONTANA PUBLIC SCHOOL ENROLLMENT, JANUARY 1990
RACIAL/ETHNIC DATA ENROLLMENT AS PERCENT OF TOTAL

	AMERICAN INDIAN	ASIAN	HISPANIC	BLACK	WHITE
ELEMENTARY	9.9%	0.7%	1.2%	0.3%	87.9%
HIGH SCHOOL	7.2%	0.7%	1.1%	0.3%	90.7%
OVERALL	9.2%	0.7%	1.2%	0.3%	88.6%
TEACHERS	1.9%	0.2%	0.1%	0.2%	96.6%
ADMINISTR	1.7%	0.0%	0.0%	0.2%	97.1%

Certified staff data, school district fall reports, October 1989.

The enrollment percentages for American Indian students range from 10.8 percent at the kindergarten level to 8.8 percent at the 8th grade level. The high school American Indian population ranges from approximately 8 percent of the freshmen to 6.7 percent of seniors. The ratios of enrollment for other minority groups remain nearly constant from elementary to high school levels; the percentage of white students increases with the upper grades, because of the decreasing American Indian enrollment.

Conclusions about American Indian student enrollment should not be drawn from a single year of data, although several factors may be involved. High dropout rates, an increasing birth rate, enrollment in boarding schools, and other factors need to be considered in any analysis of this data. It is clear, however, that the proportion of American Indian teachers and administrators is far below the proportion in the student population.

Affirmative Action—EEO Employer

03-Aug-90 OFFICE OF PUBLIC INSTRUCTION

FINAL RACIAL/ETHNIC ORIGIN TOTALS BY GRADE - JANUARY 1990

Includes Public School Districts, Mt. View, Pine Hills, and School for Deaf and Blind

	MALE					MALE	FEMALE					FEMALE	TOTAL BY
GRADE	AMER I	ASIAN	HISP	BLACK	WHITE	TOTAL	AMER I	ASIAN	HISP	BLACK	WHITE	TOTAL	GRADE
PRE-K	41	0	13	0	398	452	24	2	6	1	273	306	758
KIND	682	45	89	31	5,557	6,404	614	53	64	28	4,803	5,562	11,966
1	701	43	90	23	5,898	6,755	663	38	85	26	5,394	6,206	12,961
2	663	38	76	23	5,531	6,331	624	43	64	15	5,321	6,067	12,398
3	616	46	76	30	5,554	6,322	558	40	77	26	5,246	5,947	12,269
4	603	35	63	22	5,478	6,201	591	41	77	15	5,136	5,860	12,061
5	526	36	74	21	5,268	5,925	570	36	69	15	4,965	5,655	11,580
6	583	34	59	17	5,270	5,963	497	28	67	16	4,910	5,518	11,481
7	575	33	76	15	5,192	5,891	518	30	62	15	4,675	5,300	11,191
8	514	44	68	17	4,988	5,631	451	38	66	10	4,728	5,293	10,924
ELE Ungr	51	3	11	4	329	398	30	2	5	1	207	245	643
TOTAL ELE	5,555	357	695	203	49,463	56,273	5,140	351	642	168	45,658	51,959	108,232
9	469	24	68	36	5,198	5,795	411	27	42	13	4,514	5,007	10,802
10	392	38	49	19	4,913	5,411	372	33	34	13	4,283	4,735	10,146
11	305	30	60	15	4,612	5,022	298	41	49	13	4,143	4,544	9,566
12	382	25	68	12	4,642	5,129	261	57	61	13	4,059	4,451	9,580
HS Ungr	20	13	3	0	182	218	6	1	0	1	139	147	365
TOTAL HS	1,568	130	248	82	19,547	21,575	1,348	159	186	53	17,138	18,884	40,459
TOTAL ENR	7,123	487	943	285	69,010	77,848	6,488	510	828	221	62,796	70,843	148,691

RACIAL/ETHNIC ORIGINS AS P E R C E N T O F T O T A L

GRADE LEVEL	AMER IN	ASIAN	HISPA	BLACK	WHITE
PRE-K	8.6%	0.3%	2.5%	0.1%	88.5%
KIND	10.8%	0.8%	1.3%	0.5%	86.6%
1	10.5%	0.6%	1.4%	0.4%	87.1%
2	10.4%	0.7%	1.1%	0.3%	87.5%
3	9.6%	0.7%	1.2%	0.5%	88.0%
4	9.9%	0.6%	1.2%	0.3%	88.0%
5	9.5%	0.6%	1.2%	0.3%	88.4%
6	9.4%	0.5%	1.1%	0.3%	88.7%
7	9.8%	0.6%	1.2%	0.3%	88.2%
8	8.8%	0.8%	1.2%	0.2%	88.9%
UNGRADED	12.6%	0.8%	2.5%	0.8%	83.4%
TOTAL ELE	9.9%	0.7%	1.2%	0.3%	87.9%
9	8.1%	0.5%	1.0%	0.5%	89.9%
10	7.5%	0.7%	0.8%	0.3%	90.6%
11	6.3%	0.7%	1.1%	0.3%	91.5%
12	6.7%	0.9%	1.3%	0.3%	90.8%
UNGRADED	7.1%	3.8%	0.8%	0.3%	87.9%
TOTAL HS	7.2%	0.7%	1.1%	0.3%	90.7%
STATEWIDE TOTAL	9.2%	0.7%	1.2%	0.3%	88.6%

18-Feb-91

OFFICE OF PUBLIC INSTRUCTION

RACIAL/ETHNIC ORIGIN TOTALS BY GRADE - JANUARY 1991

Includes Public School Districts, Mountain View, and Pine Hills

	MALE					MALE	FEMALE					FEMALE	TOTAL BY
GRADE	AMER I	ASIAN	HISP	BLACK	WHITE	TOTAL	AMER I	ASIAN	HISP	BLACK	WHITE	TOTAL	GRADE
PRE-K	33	2	6	3	290	334	27	2	3	0	158	190	524
KIND	639	48	89	31	5,608	6,415	623	52	89	33	5,144	5,941	12,356
1	783	52	114	44	5,901	6,894	669	49	82	39	5,497	6,336	13,230
2	649	43	82	32	5,571	6,377	617	50	83	29	5,191	5,970	12,347
3	663	39	81	33	5,468	6,284	573	63	90	18	5,341	6,085	12,369
4	622	55	89	37	5,626	6,429	549	38	72	32	5,311	6,002	12,431
5	575	35	84	26	5,523	6,243	575	50	95	26	5,218	5,964	12,207
6	525	33	102	25	5,170	5,855	541	33	68	14	5,031	5,687	11,542
7	536	24	68	21	5,423	6,072	505	22	47	15	5,162	5,751	11,823
8	561	30	114	16	5,276	5,997	516	19	57	11	4,910	5,513	11,510
ELE Ungr	53	1	12	19	519	604	40	2	5	6	305	358	962
TOTAL ELE	5,639	362	841	287	50,375	57,504	5,235	380	691	223	47,268	53,797	111,301
9	451	39	54	15	5,307	5,866	411	31	58	18	4,977	5,495	11,361
10	389	23	63	20	5,099	5,594	304	34	50	13	4,629	5,030	10,624
11	327	37	49	17	4,802	5,232	296	40	37	10	4,313	4,696	9,928
12	289	47	79	11	4,498	4,924	274	33	51	16	4,311	4,685	9,609
HS Ungr	21	1	3	1	120	146	8	0	1	2	110	121	267
TOTAL HS	1,477	147	248	64	19,826	21,762	1,293	138	197	59	18,340	20,027	41,789
TOTAL ENR	7,116	509	1,089	351	70,201	79,266	6,528	518	888	282	65,608	73,824	153,090

RACIAL/ETHNIC ORIGINS AS P E R C E N T O F T O T A L

GRADE LEVEL	AMER IN	ASIAN	HISPA	BLACK	WHITE
PRE-K	11.5%	0.8%	1.7%	0.6%	85.5%
KIND	10.2%	0.8%	1.4%	0.5%	87.0%
1	11.0%	0.8%	1.5%	0.6%	86.2%
2	10.3%	0.8%	1.3%	0.5%	87.2%
3	10.0%	0.8%	1.4%	0.4%	87.4%
4	9.4%	0.7%	1.3%	0.6%	88.0%
5	9.4%	0.7%	1.5%	0.4%	88.0%
6	9.2%	0.6%	1.5%	0.3%	88.4%
7	8.8%	0.4%	1.0%	0.3%	89.5%
8	9.4%	0.4%	1.5%	0.2%	88.5%
UNGRADED	9.7%	0.3%	1.8%	2.6%	85.7%
TOTAL ELE	9.8%	0.7%	1.4%	0.5%	87.7%
9	7.6%	0.6%	1.0%	0.3%	90.5%
10	6.5%	0.5%	1.1%	0.3%	91.6%
11	6.3%	0.8%	0.9%	0.3%	91.8%
12	5.9%	0.8%	1.4%	0.3%	91.7%
UNGRADED	10.9%	0.4%	1.5%	1.1%	86.1%
TOTAL HS	6.6%	0.7%	1.1%	0.3%	91.3%
STATEWIDE TOTAL	8.9%	0.7%	1.3%	0.4%	88.7%

03-Aug-90

OFFICE OF PUBLIC INSTRUCTION - PUBLIC SCHOOLS & AGENCIES
RACIAL/ETHNIC ORIGIN TOTALS BY COUNTY - JANUARY 1990

COUNTY		TOTAL ENROLLMENT	- - - PERCENT BY RACIAL/ETHNIC ORIGIN - - - AM INDIAN	ASIAN	HISP	BLACK	WHITE
01	BEAVERHEAD	1,674	0.7%	0.1%	1.1%	0.1%	98.0%
02	BIG HORN	2,250	62.1%	0.8%	1.6%	0.0%	35.5%
03	BLAINE	1,457	47.8%	0.0%	0.0%	0.1%	52.1%
04	BROADWATER	691	1.4%	0.3%	0.6%	0.0%	97.7%
05	CARBON	1,633	0.7%	0.5%	1.3%	0.0%	97.5%
06	CARTER	265	0.8%	0.8%	0.8%	0.4%	97.4%
07	CASCADE	13,989	6.2%	0.8%	0.5%	1.0%	91.5%
08	CHOUTEAU	1,089	0.5%	0.7%	0.2%	0.1%	98.5%
09	CUSTER	2,350	4.0%	0.6%	1.3%	0.2%	93.9%
10	DANIELS	494	0.8%	0.8%	0.6%	0.2%	97.6%
11	DAWSON	1,900	1.3%	0.4%	0.2%	0.1%	98.1%
12	DEER LODGE	1,640	7.3%	0.2%	1.4%	0.7%	90.4%
13	FALLON	726	0.0%	0.7%	0.1%	0.0%	99.2%
14	FERGUS	2,187	1.3%	0.3%	0.5%	0.1%	97.7%
15	FLATHEAD	11,692	3.3%	0.7%	0.8%	0.3%	94.9%
16	GALLATIN	6,895	1.9%	0.8%	0.9%	0.2%	96.2%
17	GARFIELD	339	0.9%	0.6%	0.0%	0.0%	98.5%
18	GLACIER	2,938	69.6%	0.1%	0.0%	0.1%	30.2%
19	GOLDEN VALLEY	148	2.7%	0.7%	2.0%	0.0%	94.6%
20	GRANITE	524	0.0%	0.4%	0.0%	0.4%	99.2%
21	HILL	3,338	25.8%	0.5%	0.6%	0.3%	72.7%
22	JEFFERSON	1,610	2.0%	0.2%	0.4%	0.1%	97.3%
23	JUDITH BASIN	417	0.7%	0.0%	0.0%	0.0%	99.3%
24	LAKE	4,294	36.4%	0.2%	0.3%	0.1%	62.9%
25	LEWIS AND CLAR	8,902	4.5%	0.6%	1.1%	0.3%	93.5%
26	LIBERTY	526	0.4%	0.4%	0.4%	0.0%	98.9%
27	LINCOLN	3,887	3.2%	0.6%	1.2%	0.2%	94.9%
28	MADISON	1,002	1.3%	0.4%	0.8%	0.0%	97.5%
29	MCCONE	439	0.9%	0.5%	0.2%	0.0%	98.4%
30	MEAGHER	301	3.3%	0.0%	0.7%	0.7%	95.3%
31	MINERAL	862	3.1%	1.2%	1.5%	0.0%	94.2%
32	MISSOULA	12,597	2.7%	1.3%	0.6%	0.3%	95.1%
33	MUSSELSHELL	814	1.7%	1.2%	0.7%	0.4%	95.9%
34	PARK	2,163	0.8%	0.5%	0.9%	0.4%	97.4%
35	PETROLEUM	101	0.0%	0.0%	0.0%	0.0%	100.0%
36	PHILLIPS	1,072	9.0%	0.9%	1.3%	0.2%	88.5%
37	PONDERA	1,435	18.7%	0.4%	0.3%	0.3%	80.3%
38	POWDER RIVER	400	2.0%	0.8%	1.8%	0.0%	95.5%
39	POWELL	1,086	1.9%	1.0%	1.6%	0.0%	95.5%
40	PRAIRIE	288	2.4%	2.1%	2.4%	0.0%	93.1%
41	RAVALLI	4,808	1.1%	0.4%	0.6%	0.2%	97.6%
42	RICHLAND	2,439	2.3%	0.5%	2.1%	0.2%	94.8%
43	ROOSEVELT	2,729	56.1%	0.6%	0.1%	0.2%	42.9%
44	ROSEBUD	2,621	28.0%	0.5%	1.1%	0.5%	69.8%
45	SANDERS	1,738	7.2%	1.0%	0.6%	0.1%	91.0%
46	SHERIDAN	986	5.7%	1.0%	1.2%	0.0%	92.1%
47	SILVER BOW	5,576	4.3%	0.7%	3.3%	0.3%	91.5%
48	STILLWATER	1,415	0.9%	0.2%	1.2%	0.1%	97.5%
49	SWEET GRASS	576	1.2%	0.5%	0.3%	0.2%	97.7%
50	TETON	1,256	2.9%	0.7%	1.0%	0.1%	95.3%
51	TOOLE	1,044	4.4%	0.4%	0.8%	0.0%	94.4%
52	TREASURE	181	0.6%	2.8%	1.1%	0.0%	95.6%
53	VALLEY	1,695	14.3%	0.4%	1.2%	0.1%	84.1%
54	WHEATLAND	427	0.9%	0.5%	1.2%	0.2%	97.2%
55	WIBAUX	255	0.0%	0.0%	0.8%	0.0%	99.2%
56	YELLOWSTONE	20,530	4.0%	0.8%	3.1%	0.5%	91.7%
	TOTAL	148,691	9.2%	0.7%	1.2%	0.3%	88.6%

IPEDS DATA
FALL ENROLLMENT
1988

APPENDIX F

SUMMARY OF IPED's AMERICAN INDIAN ETHNIC DATA

Full-Time Undergraduate Students

	Am. Indian	All Students	% Of Stu. Body	% Of A.I Stu. Body
MSU	167	8,255	2.0%	27%
UM	173	6,235	2.8%	28%
WMC	6	758	.8%	1%
MT.T.	6	1,248	.5%	1%
EMC	153	2,513	6.0%	24%
NMC	120	1,120	10.7%	19%
TOTAL	625	20,109	3.1%	100%

Gender Comparison of Full-Time Undergraduate Students

53% of American Indian Full Time Undergraduates are Female as Compared to the Overall Female Student Composition of 48%.

47% of American Indian Full Time Undergraduates are Male as Compared to the Overall Male Student Composition of 52%.

Part-Time Students

Total of All P-T Students	3,800
Total American Indian	76
% of Total P-T Students Who Are A.I.	2%

Gender Comparison of Part Time Undergraduate Students

60% of American Indian Part Time Undergraduates are Female as Compared to the Overall Female Student Composition of 58%.

40% of American Indian Part Time Undergraduates are Male as Compared to the Overall Male Student Composition of 42%.

Overall Amer. Indian Student Body and All Students By Class Level

	Amer Ind.	%	All Students	%
1st Time Freshmen	105	17%	4,011	20%
Other Fresh.	151	24%	3,397	17%
2nd Year	114	18%	3,936	20%
3rd Year	105	17%	3,698	18%
4th Year	146	23.4%	4,903	24%
Unclassified	4	.6%	164	1%
Total	625	100%	20,109	100%

SUMMARY OF IPED's AMERICAN INDIAN ETHNIC DATA AT THE COMMUNITY COLLEGE LEVEL

Full-Time Community College Students

	Am. Indian	All Students	% Of Stu. Body	% Of A.I Stu. Body
MCC	12	392	3.0%	27%
DCC	19	269	7.0%	42%
FVCC	14	538	2.6%	31%
TOTAL	45	1,199	1.9%	100%

Gender Comparison of Full-Time Undergraduate Community College Students

55% of American Indian Full Time Undergraduates are Female as Compared to the Overall Female Student Composition of 60%.

45% of American Indian Full Time Undergraduates are Male as Compared to the Overall Male Student Composition of 40%.

Part Time Community College Students

Total of All P T Students	1,827
Total American Indian	21
% of Total P-T Students Who Are A.I.	1%

Gender Comparison of Part-Time Undergraduate Community College Students

72% of American Indian Part Time Undergraduates are Female as Compared to the Overall Female Student Composition of 67%.

28% of American Indian Part Time Undergraduates are Male as Compared to the Overall Male Student Composition of 33%.

Overall Amer. Indian C.C. Student Body and All C.C. Students By Class Level

	Amer Ind.	%	All Students	%
1st Time Freshmen	14	31%	362	30%
Other Fresh.	9	20%	275	23%
All Other	22	49%	531	44%
All Other Cr. Stu.	0	0%	31	3%
Total	45	100%	1,199	100%

MONTANA UNIVERSITY SYSTEM 1989 Source: EEO-6 Reports

Number of Employees

	Total - sum of cols. B & H	Total - sum of cols. C-G	MALE					Total - sum of cols. I-M	FEMALE					
			Non-Hisp Orig - White	Non-Hisp orig - Black	Hispanic	Asian/Pacific Islander	Amer Ind/Alaska Native		Non-Hisp. orig - White	Non-Hisp. orig - Black	Hispanic	Asian/Pacific Islander	Amer Ind/Alaska Native	Total Amer Ind Alaska Native
	A	B	C	D	E	F	G	H	I	J	K	L	M	N
UM														
FT Fac.	403	315	300	2	1	11	1	88	82	1	0	3	2	3
all other FT-ex/adm/mng	78	59	59	0	0	0	0	0	18	0	0	0	1	1
Other	719	323	314	1	2	1	5	396	383	0	1	4	8	13
Subtotal	1122	638	614	3	3	12	6	484	465	1	1	7	10	16
MSU														
FT Fac.	603	450	437	0	2	6	5	153	147	0	1	2	3	8
all other FT-ex/adm/mng	133	102	101	0	0	0	1	31	29	0	0	1	1	2
Other	1128	529	521	0	4	2	2	599	591	0	3	1	3	5
Subtotal	1731	979	958	0	6	8	7	752	738	0	4	3	6	13
EMC														
FT Fac.	138	97	94	0	1	2	0	41	39	1	0	1	0	0
All other FT-ex/adm/mng	38	25	24	0	0	0	1	13	11	0	1	0	1	2
Other	200	83	75	1	3	2	2	117	107	2	2	3	3	5
Subtotal	338	180	169	1	4	4	2	158	146	3	2	4	3	5
NMC														
FT Fac.	98	73	70	0	3	0	0	25	24	0	0	0	1	1
All other FT-ex/adm/mng	24	16	15	0	0	0	1	8	7	0	0	0	1	2
Other	92	30	26	0	0	3	1	62	57	0	0	0	5	6
Subtotal	190	103	96	0	3	3	1	87	81	0	0	0	6	7
WMC														
FT Fac.	43	28	28	0	0	0	0	15	14	0	0	1	0	0
All other FT-ex/adm/mng	23	16	16	0	0	0	0	7	7	0	0	0	0	0
Other	75	39	39	0	0	0	0	36	35	0	1	0	0	0
Subtotal	118	67	67	0	0	0	0	51	49	0	1	1	0	0
MT Tech														
FT Fac.	99	86	86	0	0	2	0	0	13	13	0	0	0	0
All other FT-ex/adm/mng	20	18	18	0	0	0	0	2	2	0	0	0	0	0
Other	128	61	60	0	0	1	0	67	67	0	0	0	0	0
Subtotal	227	147	146	0	0	3	0	80	80	0	0	0	0	0
TOTALS														
FT Fac.	1384	1049	1015	2	7	21	6	335	319	2	1	7	6	12
All other FT-ex/adm/mng	316	236	233	0	0	0	3	80	74	0	1	1	4	7
Other	2342	1056	1035	2	9	9	10	1277	1240	2	7	8	19	29
Gr. Total	3726	2114	2050	4	16	30	16	1612	1559	4	8	15	25	41

NOTE: Other includes other professionals (service/support); secretarial/clerical; technical/paraprofessional; skilled craft; and service/maintenance.

MONTANA UNIVERSITY SYSTEM - TRACKS - PRELIMINARY DATA - FEBRUARY 8, 1991

	1989 Fall		1990 Winter		Spring		Summer		Fall	
	M	F	M	F	M	F	M	F	M	F
Eastern Montana College										
First Time Freshman	3	10	0	0	0	0	0	3	4	12
Other Freshman	15	18	14	27	11	19	0	7	11	25
Non-traditional Freshman	9	3	0	6	0	3	0	2	2	10
Sophomore	14	24	15	19	13	24	3	4	11	16
Junior	10	22	8	18	6	14	3	7	10	20
Senior	21	18	20	26	20	24	12	19	18	29
Unclassified	0	0	0	0	0	0	0	0	0	0
Master Candidate	0	1	1	0	1	0	2	1	1	1
Doctoral Candidate	0	0	0	0	0	0	0	0	0	0
Post Baccalaureate	5	10	5	5	5	5	8	16	7	5
Early High School	0	0	0	0	0	0	0	0	0	0
Other	0	1	0	0	0	1	0	1	0	0
TOTALS	77	107	63	101	56	90	28	60	64	118
	184		164		146		88		182	
Montana College of Mineral Science & Technology										
First Time Freshman	0	0	*	*	0	0	0	0	0	0
Other Freshman	0	2			0	2	0	0	1	3
Non-traditional Freshman	0	1			0	1	0	0	0	1
Sophomore	5	1			5	1	0	0	2	0
Junior	1	0			1	0	0	1	2	1
Senior	1	0			0	0	0	0	0	0
Unclassified	0	0			0	0	0	0	0	0
Master Candidate	0	0			0	0	0	0	0	0
Doctoral Candidate	0	0			0	0	0	0	0	0
Post Baccalaureate	0	0			0	0	0	0	0	0
Early High School	0	0			0	0	0	0	0	0
Other	0	0			0	0	0	0	0	0
TOTALS	7	4			6	4	0	1	5	5
	11				10		1		10	
Montana State University										
First Time Freshman	10	13	6	2	1	0	0	0	19	14
Other Freshman	20	17	19	24	13	14	1	2	13	23
Non-traditional Freshman	0	0	0	0	0	0	0	0	0	0
Sophomore	14	20	17	18	19	18	0	3	17	12
Junior	20	22	21	19	15	16	1	5	9	21
Senior	31	35	30	38	33	43	14	13	34	37
Unclassified	0	0	0	0	0	0	0	0	0	0
Master Candidate	0	0	0	0	0	0	0	0	0	0
Doctoral Candidate	0	0	0	0	0	0	0	0	0	0
Post Baccalaureate	0	0	0	0	0	0	0	0	0	0
Early High School	8	10	0	0	0	0	0	0	0	0
Other	0	0	9	9	9	10	7	12	8	11
TOTALS	103	117	102	110	90	101	23	25	100	118
	220		212		191		58		218	

* No data for Winter '90 because Montana Tech is on the semester system.

	1989 Fall		1990 Winter		Spring		Summer		Fall	
	M	F	M	F	M	F	M	F	M	F
Northern Montana College										
First Time Freshman	7	7	0	2	0	0	0	0	5	3
Other Freshman	1	0	11	5	7	8	0	0	1	1
Non-traditional Freshman	21	31	31	34	16	17	5	5	16	16
Sophomore	8	22	14	22	11	25	2	11	14	16
Junior	12	18	11	18	13	23	3	8	10	20
Senior	12	14	13	20	16	23	9	11	14	22
Unclassified	0	0	0	0	0	0	0	0	0	0
Master Candidate	1	1	1	1	1	2	2	7	1	4
Doctoral Candidate	0	0	0	0	0	0	0	0	0	0
Post Baccalaureate	0	0	1	0	0	1	1	2	0	1
Early High School	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
TOTALS	62	93	82	102	64	99	22	44	61	83
	155		184		163		66		144	
University of Montana**										
First Time Freshman	0	0	3	3	0	0				
Other Freshman	33	54	28	29	22	26				
Non-traditional Freshman	0	0	0	0	0	0				
Sophomore	23	10	20	25	17	26				
Junior	20	24	30	15	30	18				
Senior	25	27	30	35	29	30				
Unclassified	0	0	0	0	0	0				
Master Candidate	11	11	8	8	7	5				
Doctoral Candidate	0	0	0	0	0	0				
Post Baccalaureate	0	0	0	0	0	0				
Early High School	0	0	0	0	0	0				
Other	0	0	0	0	0	0				
TOTALS	112	126	119	115	105	105				
	238		234		210					
Western Montana College of the University of Montana**										
First Time Freshman										
Other Freshman										
Non-traditional Freshman										
Sophomore										
Junior										
Senior										
Unclassified										
Master Candidate										
Doctoral Candidate										
Post Baccalaureate										
Early High School										
Other										
	2	6							4	8
	8								12	

**New computer system will break down information in the future.

BUREAU OF INDIAN AFFAIRS HIGHER EDUCATION GRANT PROGRAM

Agency	Applications Received	FY 89 Students Funded	FY 89 Students Not Funded	Applications Received	FY 90 Students Funded	FY 90 Students Not Funded
Blackfeet	472	220	252	322	165	157
Crow	355	188	250	505	206	299
Northern Cheyenne	260	74	0	220	74	0
Fort Peck	317	140	64	306	95	42
Fort Belknap	302	233	105	302	108	105
Rocky Boy	175	82	93	125	70	74
Flathead	69	49	20	40	41	24
TOTAL	1,950	986	784	1,820	759	701

NOTE: Because of various counting procedures for new, continuing and ineligible and eligible students, information does not necessarily total.

Source: 1988-89, 1989-90 Annual Reports
BIA, Portland Area and Billings Area Offices

Completed by the Office of the
Commissioner of Higher Education
2/91

BUREAU OF INDIAN AFFAIRS HIGHER EDUCATION GRANT PROGRAM

Types of Institutions Attended

	FY 89																FY 90											
	Private Inst.				State Supp. Univ./Col.				Tribally Cont. CC's				BIA Funded				Bdng. Schools			Private Inst.				State Supp. Univ./Col.				Tribally Cont. CC's			
	2 Yr / 4 Yr				2 Yr / 4 Yr				2 Yr / 4 Yr				2 Yr / 4 Yr							2 Yr / 4 Yr				2 Yr / 4 Yr				2 Yr / 4 Yr			
	I	O	I	O	I	O	I	O	I	O	I	O	I	O	I	O	FL	CH	WA	I	O	I	O	I	O	I	O	I	O	I	O
BLACKFEET	0	0	12	1	0	0	109	19	79	0	0	0					45	22	10	0	1	10	0	2	7	103	14	28	0	0	0
CROW	0	0	2	20	2	0	96	27	29	1	0	0	11				5	10	4	0	4	8	8	3	16	94	17	56	3	0	0
NO. CHEYENNE	0	2	1	3	7	4	28	2	27	0	0	0					3	1	0	0	0	2	1	7	4	27	5	28	0	0	0
FORT PECK	0	0	22	14	12	6	31	9	43	3	0	0					14	22	15	0	0	0	2	6	4	24	13	37	1	8	0
FORT BELKNAP	0	14	4	14	9	4	84	7	97	0	0	0					14	18	14	0	2	0	4	3	2	90	20	73	0	0	0
ROCKY BOY	0	0	1	6	0	1	42	12	20	0	0	0					10	11	4	0	0	2	6	1	1	31	8	16	4	0	0
FLATHEAD**	0	__	2	___	7	__	21	__	19	_	0	_	NA	__	__	__	NA	___	_____	0	_	1	__	2	__	23	__	15	__	0	__
TOTALS	0	16	44	58	37	15	411	76	314	4	0	0	0	11	0	0	91	84	47	0	7	23	21	24	34	392	77	253	8	8	0

**Information not categorized by in-state / out-of-state.

Note: I = In-state O = Out-of-state
FL = Flandreau CH = Chemewa WA = Wahpeton

Source: 1988-89, 1989-90 Annual Reports
BIA, Portland Area & Billings Area Offices

GLOSSARY

FREQUENTLY USED ACRONYMS

ACE	-	American Council on Education
FTE	-	Full Time Equivalent
IAS	-	Impact Aid Schools
LEA	-	Local Education Agency
MACIE	-	Montana Advisory Council for Indian Education
MCAIHE	-	Montana Committee for American Indian Higher Education
MEA	-	Montana Education Association
MFT		Montana Federation of Teachers
MIEA	-	Montana Indian Education Association
MUIA	-	Montana United Indian Alliance
NAS	-	Native American Studies
NTE	-	National Teachers Examination
REACH	-	Respecting Ethnic and Cultural Heritage
SAM	-	School Administrators of Montana
SHEEO	-	State Higher Education Executive Officers
TESA	-	Teacher Equity Student Achievement Training
TRIO	-	Not an acronym. Refers to federally funded programs for disadvantaged students, e.g., Educational Talent Search, Upward Bound, Student Support Services.
WICHE	-	Western Interstate Commission for Higher Education

A PLAN FOR AMERICAN INDIAN EDUCATION IN MONTANA - 1991

Readers Response Form

Please direct your response to:

The Office of the Commissioner of Higher Education
Montana University System
33 South Last Chance Gulch
Helena, Montana 59620

RECOMMENDATIONS: (Please use additional paper if needed)

TO THE GOVERNOR:

TO THE LEGISLATURE:

TO THE BOARD OF REGENTS:

TO THE BOARD OF PUBLIC EDUCATION:

TO THE OFFICE OF PUBLIC INSTRUCTION:

TO LOCAL BOARDS OF TRUSTEES:

Your comments will be compiled for publication in 1992.

MONTANA FORUM FOR INDIAN EDUCATION
March 21, 1990
Colonial Inn - Helena, Montana

Norma Bixby, Lame Deer
Joe Rosette,Box Elder
Clarena Werk, Harlem
Andrea Frandsen, E. Missoula
Bob Heppner, Lodge Grass
Elmer Main, Hays
Bill Stiffarm, Harlem
Patrick Weasel Head, Bozeman
Sally Listerud, Wolf Point
Ben Johnson, Brockton
Bill Meehan
Tim Fitzpatrick, Polson
Willhemina Wright, Arlee
Erlena Old Person, Browning
Violet Crasco, Hays
Len Wheeler, Helena
Ron Fernelius, Missoula
Emily Salois, Missoula
Sandy Wilson, Havre
Ruban Little Head, Lame Deer
Pearl Y.H. Nation, Poplar
Curtis Brien, Crow Agency
John Sunchild, Box Elder
Florence Sunchild, Box Elder
Claudette Morton, Helena
Deanna Parisian, Great Falls
Cleo Kenmille, Elmo
Karen Watembach, Lodge Grass
Alan Nicholson, Helena
Sherry Pasquale, St. Ignatius
Sally Mitchell, St. Ignatius
Kathleen Harris, Lame Deer
Eugene Limpy, Busby
Karla Ewert, Omaha, NE
Jack Tobias, Bismarck, ND
Donna Buckles, Wolf Point
Rick Stuber, Culbertson
Pat Pickett, Helena
Dale Shupe, Heart Butte
Kathleen Harrington, Helena
Phil Baird, Bismarck, ND
Rene' Dubay, Helena
Bill Tietz, Bozeman
Warren Matte, Harlem
June G. Hawk, Poplar
Bernadette Charette, Lame Deer
Clarice Denny, Hardin
Marshall Lefthand, Lodge Grass
Joe McDonald, Pablo
David Strange Owl, Lame Deer
Marlene Walking Bear, Hardin
Josephine Corcoran, Box Elder
Carroll Krause, Helena
Sandra Murie, Box Elder
Julie Cain, Valier
Jan Mitchell, Box Elder
Claudia Clifford, Helena
Rhonda Lankford, Missoula
Bea McCarthy, Anaconda
Lydia Sutherland, Box Elder
Bill Thomas, Great Falls

Bob Parsley, Helena
Malcolm Bailey, Billings
Jack Schultz, Butte
Earl Old Person, Browning
Olive Rossette, Box Elder
Marian Michel, Ronan
Douglas Morigeau, Pablo
Anita Johnson, Bozeman
Jim Hall, Brockton
Tom Thompson, Heart Butte
Ruth Luke, Helena
Gordon Belcourt, Browning
Raven Liberty, Arlee
Lillian Miller, Browning
Darryl Crasco, Harlem
Armand deMontigny, Helena
Robert Kinna, Wolf Point
Dorothy Small, Box Elder
Roger Old Mouse, Lame Deer
E. Seminole, Lame Deer
Bill LaForge, Billings
Jon Reyhner, Billings
Joette Swindler, Fort Peck
Randy Johnson, Browning
Ivan Small, Browning
Niccole Eneas, Elmo
R. He Does It, Lodge Grass
Deborah Monteau, Box Elder
Connie Erickson, Helena
Lana Morigeau, St. Ignatius
D. Still Smoking, Browning
Mary Miller, Lame Deer
Barbara Ranf, Helena
Louise Straup, Box Elder
Darrell Kipp, Poplar
Darlene Johnson, Fort Peck
Darryl Dupuis, Polson
B.J. Combest, Helena
Bill Stops, Wyola
Angela Branz-Spall, Helena
Jim Norwell, Box Elder
Deborah LaCounte, Bozeman
Jill Plumage, Harlem
Jan Spencer, Poplar
Helen Ricker, Poplar
Rodney Svee, Hardin
Myra Lefthand, Lodge Grass
Mike Madman, Browning
Tom McMulser, Lame Deer
Sharon Peregoy, Beaverton, OR
Jason Whiteman, Lame Deer
Bert Corcoran, Box Elder
Robert Murie, Box Elder
Margaret Smith, Valier
Karen Cornelius-Fenton, Pablo
Marion Boushie, Seattle, WA
Raquel McClure, Pablo
B. Plain Feather, Lodge Pole
Valerie Cochran, Great Falls
Yvonne Parker, Box Elder
M. McCluskey, Great Falls

B. Swan, Box Elder
Gail Gray, Helena
Janis King, Helena
Diana Christopher, Arlee
Robert Fox, Hays
Margie Perez, Harlem
Lyle MacDonald, Box Elder
H. Dusty Bull, Browning
Loren Stiffarm, Harlem
Barbara Bacon, Box Elder
Sylvia Ryan, Havre
Micheleanne Stasso, Pablo
J. Goodstriker, Browning
F. Real Bird, Crow Agency
P. Beaumont Jr, Crow Agcy
Sharon Stands, Pryor
Dan Corcoran, Cut Bank
Michael Neville, Harlem
L. Little Plume, Browning
M.L. Pepion, Valier
M. Little Plume, Browning
Grace Morrison, Crow Agcy
William Stewart, Crow Agcy
Ronda Howlett, Arlee
Dan Old Elk, Crow Agency
Denny Hannah, Hardin
Rechelle Walks, Hardin
R. Real Bird, Crow Agency
B.J. Morrison, Crow Agency
Corky Clairmont, Pablo
R. Plain Feather, Ldge Pol
Bev Morigeau, Pablo
Steve Hughes, Harlem
B. Flammond, Great Falls
Thelma Aldridge, Gr Falls
Lee Clark, Browning
Natalie Flores, Box Elder
Nellie Sherman, Dodson
J. Old Elk, Crow Agency
Peggy Healy, Harlem
Jody Marceau, E. Glacier
G. Guardipee, Heart Butte
Vivian Youngman, Tempe, AZ
Patrick Stands, Pryor
Tom Bilodeau, Helena
P.Y. RunningCrane, Brning
R. Rutherford, Hrt Butte
L.Y. RunningCrane, Brning
Glenda Morrison, Crow Agcy
Sandy Houle, Great Falls
Clarinda Burke, Elmo
Carlene Old Elk, Hardin
L. Three Irons, Hardin
Tami Grant, Hardin
J.P. Windy Boy, Crow Agcy
April Old Elk, Hardin
E. Pickett, Crow Agcy
Felicity McDonald, Pablo
Ella E. Wetzel, Missoula
Carol Oats, Box Elder

INDIAN EDUCATION RETREAT
September 6-7, 1990
Fairmont Hot Springs

Bob Parlsey, Helena
Sally Mitchell, Pablo
Thelma Gray, Hot Springs
Ellen Swaney, Helena
George Hiwalker, Lame Deer
Tom Thompson, Heart Butte
Bill Wertman, Lame Deer
Patrick Weasel Head,Bozeman
Bill Thomas, Great Falls
Pat Callbeck Harper, Helena
Deanna Parisian, Great Falls
David Toppen, Helena

Norma Bixby, Lame Deer
Marian Michel, Pablo
Hank Baylor, Arlee
Lloyd Irvine, Pablo
Helen Ricker, Poplar
Jim Anderson, Colstrip
Jim Nygaard, Colstrip
Walter Oldendorf, Dillon
Lillian Miller, Browning
Ivan Small, Browning
Harold Dusty Bull, Browning
Loren Stiffarm, Harlem

Nancy Keenan, Helena
Rene Dubay, Helena
A. Branz-Spall, Helena
Lynn Hinch, Helena
Eric Feaver, Helena
M. McCluskey, Great Falls
Connie Erickson, Helena
J. Windy Boy, Crow Agency
Dori Nielson, Helena
Tom Bilodeau, Helena
Gail Gray, Helena

PIPELINE CONFERENCE
May 13-15, 1990
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